

Uganda DHS EdData Survey 2001

Education Data for Decisionmaking



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Uganda Bureau of Statistics
Entebbe, Uganda

ORC Macro
Calverton, Maryland, USA

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ORC Macro



Uganda Ministry of
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This report presents education data from the 2001 Uganda DHS EdData Survey (UDES) and the 2000-2001 Uganda Demographic and Health Survey (UDHS), both of which were carried out by the Uganda Bureau of Statistics (UBOS). The Uganda Ministry of Education and Sports (MoES) assisted UBOS with the 2001 UDES. ORC Macro (DHS EdData) furnished technical assistance in the design and implementation of the survey. Funding for the 2001 UDES was provided by the U.S. Agency for International Development (USAID)/Uganda through the USAID DHS EdData activity. Funding for the overall DHS EdData activity, including the development of the model survey instruments, was provided by USAID's Office for Human Capacity Development in the Bureau for Economic Growth, Agriculture, and Trade. Financial assistance for the 2000-2001 UDHS was provided by USAID/Uganda, with additional support from the United Nations Children's Fund (UNICEF)/Uganda, the United Nations Population Fund (UNFPA)/Uganda, and the British Department of International Development (DFID)/Uganda.

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FOREWORD

This report presents the major findings of the 2001 Uganda DHS EdData Survey (UDES). The 2001 UDES is the first education survey of its kind to be conducted in Uganda. The primary objective of the 2001 UDES is to provide up-to-date information on education among school-age children in order to inform the development, monitoring, and evaluation of education programmes in Uganda. The focus of the 2001 UDES is on factors influencing household decisions about children's schooling, and specifically, the 2001 UDES collected information on reasons for overage first-time enrollment in school, never enrolling in school, and dropout; the frequency of and reasons for pupil absenteeism; household expenditures on schooling and other contributions to schooling; parents'/guardians' perceptions of school quality and the benefits and detriments of schooling; and other topics.

The 2001 UDES was linked to the 2000-2001 Uganda Demographic and Health Survey (UDHS). The 2000-2001 UDHS was the third such Demographic and Health Survey to be conducted in Uganda (surveys were also conducted in 1988-1989 and 1995). The UDHS was designed to provide current and reliable information on key indicators of social development, including fertility levels and trends, family planning knowledge and use, and maternal and child health. The UDHS also collected information about educational attainment among household members, literacy among men age 15-54 and women age 15-49, and critical household characteristics such as wealth.

The 2001 UDES was linked to the 2000-2001 UDHS to collect additional education data on a sub-set of the households surveyed in the UDHS. Data from the two surveys for a given household were then statistically linked to create a data set that was used to produce the results presented in this report. Although this report presents results from both surveys, the emphasis is on results from the 2001 UDES, with information being presented from the 2000-2001 UDHS insofar as it supplements the 2001 UDES results.

I would like to acknowledge the efforts of a number of organisations and individuals who contributed significantly to the success of the survey. First, I would like to acknowledge the financial assistance from the U.S. Agency for International Development (USAID): USAID/Uganda supported the implementation of the Uganda DHS EdData Survey and USAID's Global Bureau Center for Human Capacity Development supported the overall DHS EdData Activity. I would also like to acknowledge ORC Macro for technical backstopping and the assistance of the staff of the Uganda Bureau of Statistics and the Ministry of Education and Sports. Finally, I am grateful to the survey respondents who generously gave their time to provide the information on which this report is based.

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SUMMARY OF FINDINGS

The 2001 Uganda DHS EdData Survey (UDES) was a nationally representative sample survey covering 4,217 households, 4,246 parents/guardians, and 11,610 school-age children. The 2001 UDES was the first education survey of its kind in Uganda and was linked to the 2000-2001 Uganda Demographic and Health Survey (UDHS). This report presents data primarily from the 2001 UDES, but also presents selected data from the UDHS.

The 2001 UDES was designed to provide information on education among children age 6-18, with a focus on factors influencing household decisions about children's schooling. This report presents information on adult educational attainment, literacy among men age 15-54 and women age 15-49, children's rates of school attendance, absenteeism among primary school pupils, household expenditures on schooling and other contributions to schooling, parents'/guardians' perceptions of schooling, and children's informal training.

The sample size was sufficiently large to provide estimates for indicators at the national and urban-rural levels and at the regional level for many estimates. Ten survey teams trained by the Uganda Bureau of Statistics (UBOS) conducted the survey from April to July 2001.

ADULT EDUCATIONAL ATTAINMENT AND LITERACY

Educational Attainment. The majority (77 percent) of adults age 15 or older have attended school, although there are substantial differences in educational attainment by gender, residence, and age group. On average, men have completed two more years of schooling than women (six compared with four years). While 7 percent of adults in urban areas have never attended school, 26 percent of adults in rural areas have never attended school, and while more than one in three adults in the Northern region has never attended school, only one in seven adults in the Central region has never attended school. Older adults are considerably less likely than younger adults to have attended school.

Literacy. In the 2000-2001 UDHS, literacy among men age 15-54 and women age 15-49 was measured by asking respondents with either no schooling or up to primary schooling to read a simple sentence. Respondents with secondary schooling or higher were assumed to be literate. Differences in literacy parallel those in educational attainment. Whereas 83 percent of men are literate, only 59 percent of women are literate. Literacy rates among both men and women are higher in urban areas than in rural areas, and this urban-rural gap is wider among women. Years of completed schooling is correlated with literacy, with only 13 percent of women with one year of primary schooling being literate, compared with 97 percent of women with seven years of primary schooling.

CHILDREN'S SCHOOL ATTENDANCE

Primary school attendance rates. Uganda is approaching universal primary school attendance, with 87 percent of primary-school-age children (age 6-12) attending primary school. While attendance is high across most groups of children, there are regional differences, with attendance rates highest in the Eastern region and lowest in the Northern region.

Factors Affecting Children's School Attendance. Parents/guardians whose children had never attended school were asked why their children did not attend school, and the most commonly cited reasons were the distance to the nearest school, the monetary cost of schooling, and the need for the child's labour to support the household. For children who had never attended school, these monetary and non-monetary costs of schooling remain prohibitive, even with increased government support for schooling through the Universal Primary Education (UPE) initiative. Similarly, among children who had

once attended school but later dropped out either in primary or secondary school, the most commonly cited reason for dropping out was the monetary cost of schooling.

Household proximity to schools. As expected, children in rural areas face considerably longer distances and walking times to the nearest primary and secondary schools than children in urban areas. Likewise, rural children are twice as likely as urban children to start school late because of distance. The distance to school in part explains why younger children of school age do not attend school, since it may be difficult or unsafe for children to walk long distances to school at the age of six or seven.

PRIMARY SCHOOL PUPIL ABSENTEEISM

Incidence of Absenteeism. More than eight in ten primary school pupils missed one or more days of school during the 2000 school year, and in the week preceding the household interview, about one in five students was absent for one or more days. Pupils in rural areas are more likely than those in urban areas to have been absent, and wealthy pupils are less likely than poor pupils to have been absent from primary school.

Reasons for Absenteeism. About six in ten primary school pupils missed school in the 2000 school year because of illness, and two in ten missed school either because fees were due and there was no money to pay them or to attend a ceremony (including weddings and funerals). On average, pupils missing school were absent 13 days during the 2000 school year.

HOUSEHOLD EXPENDITURES ON SCHOOLING AND OTHER CONTRIBUTIONS TO SCHOOLING

Household Expenditures on Primary and Secondary Schooling. The UDES collected detailed information about household expenditures on schooling for each child attending primary or secondary school during the 2000 school year. Questions were asked about expenditures on specific items, including tuition fees, examination fees, boarding fees, uniforms and clothing bought primarily for use at school, transportation, food, textbooks, school supplies, and other items. Nearly all primary school pupils' and secondary school students' households spent money on schooling over the school year. At the primary level, non-public school pupils' households spent considerably more than public school pupils' households during the school year (an average of US\$128,000 versus 27,000). At the secondary level the average total sums spent during the school year were considerably higher than at the primary level and were similar for public (about US\$411,000) and non-public (about US\$352,000) school students.

Other Household Contributions to Schooling. In addition to monetary contributions for children's schooling, children and other household members contribute time and sometimes labour and materials to support schools. Excluding travel time, primary school day pupils in classes three through seven spent about eight hours per day at school, while secondary school day pupils spent about nine hours at school. One in three primary school pupils does homework outside school and spends about two hours per week at the task. By comparison, about seven in ten secondary school students do homework outside of school and spend an average of six hours per week on homework.

Another kind of contribution households make to schooling is the time parents/guardians and other household members spend on school-related activities. The majority of primary school pupils doing homework receive help from household members, while a smaller proportion of secondary school pupils receives help. Furthermore, in the 12 months preceding the survey interview, about 80 percent of parents/guardians with one or more children in primary school visited the school to attend a parent-teacher association (PTA) meeting, to attend a celebration or sports event, to meet with a teacher, or to observe classes. In addition, a high percentage of parent/guardian households made additional contributions to schooling, including donations of money, materials, or labour to the school and of money, labour, or food to teachers.

PARENTS’/GUARDIANS’ PERCEPTIONS OF SCHOOLING

Knowledge and Attitudes about Government Programmes and School Governance. A series of questions was asked about Universal Primary Education and about school governance issues. About 97 percent of parent/guardian respondents had heard of UPE and most of these parents/guardians were familiar with the division of responsibilities between the government and households in the provision of tuition fees, uniforms, school supplies, and midday meals.

Parents/guardians who were familiar with UPE were also asked whether they agreed or disagreed with a series of statements about the changes in the primary school system since the advent of UPE in 1997. The majority (70 percent) agreed that since the start of UPE, children are learning more in primary school, and 83 percent agreed that the quality of school buildings has improved. More than half of the respondents said that teachers are performing better and that more textbooks are available since the advent of UPE.

The majority of parent/guardian respondents with one or more children in primary school (83 percent) said that there was a PTA at the school, and the same percentage said there was a school management committee (SMC). Of these parents/guardians, about 80 percent said that the SMC was doing a good job. About 77 percent of the parents/guardians with one or more children in secondary school said there was a board of governors at the school, and 84 percent of those respondents thought that the board was doing a good job.

Perceived Quality of Primary Schooling. Generally speaking, primary school pupils attend schools that their parents/guardians consider to have relatively few problems with buildings and facilities and pupil safety. However, the parent/guardian respondents for about 35 percent of children attending public schools said that there was a problem with overcrowding in the school (compared with only 12 percent among children attending non-public schools). Parent/guardian respondents overwhelmingly agreed that for a primary school to be a good school, it must have permanent buildings. Most parents/guardians also agreed that school quality is improved by requiring pupils to wear uniforms and by having parents actively involved in schooling.

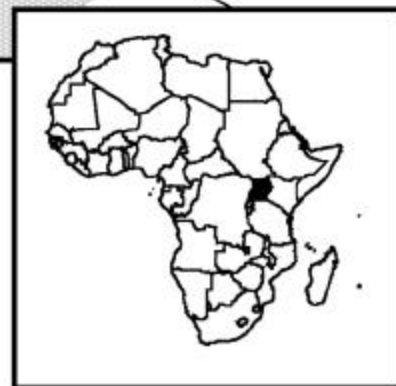
Value of Schooling. Nearly all parents/guardians disagreed with a statement saying that boys need only a primary school education (rather than continuing to secondary school), and a similar proportion disagreed that girls need only a primary school education. Parents/guardians were asked about the advantages of primary schooling for a 15-year-old boy or girl relative to a boy or girl of the same age who had never attended school. There were minimal gender differences in advantages mentioned, with commonly cited benefits for both boys and girls being literacy, numeracy, and the learning of other languages. Another frequently mentioned benefit was finding a job or a better job than would otherwise be available.

Parents/guardians were also asked about the disadvantages of sending a boy, and then a girl, to primary school. Virtually all parents/guardians said there were no disadvantages to sending children to school.

CHILDREN’S INFORMAL TRAINING

In an effort to capture data on skills that children acquire in addition to academic and school-based skills, parents/guardians were asked whether their 13- to 18-year-old children had ever had informal training in a trade or a skill through an apprenticeship with a skilled person or through an informal relationship with a skilled person. About 41 percent of female children and 27 percent of male children age 13-18 had received informal training of some kind, with female children being more likely to have received training in domestic skills or crafts and male children being more likely to have been trained in the trades. Male children with informal training were more likely than female children to have held a job or earned money using a skill acquired informally.

UGANDA



INTRODUCTION

1.1 Geography, History, and Economy

Geography

The Republic of Uganda is in East Africa and is bisected by the equator. Uganda is a landlocked country, bordering Kenya in the east, Tanzania in the south, Rwanda in the southwest, the Democratic Republic of Congo in the west, and Sudan in the north. The country has an area of 241,039 square kilometres, 18 percent of which is open water and swamps and 12 percent of which is forest and game parks.

Uganda has a favourable climate largely because of its relatively high altitude. The Central and Western regions of the country have two rainy seasons a year, with heavy rains from March to May and light rains between September and December. The level of rainfall diminishes toward the north, which has one rainy season a year. The soil fertility varies accordingly, being generally fertile in the Central and Western regions and becoming less fertile as one moves to the east and the north. Because of these climatic conditions, Uganda varies between tropical rain forest vegetation in the south and savannah woodlands and semi-desert vegetation in the north. These climatic conditions determine the agricultural potential and affect the land's population-carrying capacity. Population densities are high in the Central and Western regions and lower toward the north.

History

Uganda became independent of British colonial rule in October 1962. Both before and since gaining independence, Uganda has had close economic ties with Kenya and Tanzania. All three countries were British colonies that used English as an administrative language and together formed the East African Community in the late 1960s. Although the Community broke up in 1977, it was reconstituted in 1996.

Uganda is composed of many language groups, including Bantu, Nilotic, Nilo-Hamitic, and Sudanese language groups. Historically, a sub-set of the language groups functioned as monarchies or kingdoms. These were abolished in the late 1960s but were reconstituted in the 1990s. Luganda is the most widely spoken language, followed by Swahili and English. English is the official language of the country.

The country is divided into four statistical (not administrative) regions—Central, Eastern, Northern, and Western (see map). The country is further divided into 56 administrative districts (45 at the time of the survey), which do not necessarily overlap with divisions among tribal groups. Districts are further divided into counties, sub-counties, and parishes. This system is administered by appointed chiefs.

There is also a system of elected administrators that operates parallel to the above system: the local councils. The local councils operate at the following levels: district (LC5), county (LC4), sub-county (LC3), parish (LC2), and village or group of villages (LC1).

Economy

The economy is predominantly agricultural, with the majority of the population dependent on subsistence farming and light agriculture-based industries. Coffee, tea, and cotton are the major earners of Uganda's foreign exchange. During the period immediately following independence, from 1962 to 1970, Uganda had a flourishing economy with a gross domestic product (GDP) growth rate of 5 percent per annum, compared with a population growth rate of 2.6 percent per annum. However, from the 1970s through the early 1980s, Uganda faced a period of civil and military unrest that severely damaged the economic and social infrastructure. During these years, economic growth was negative and the delivery of social services such as education and health care collapsed.

Since 1986, however, the government of Uganda (GOU) has introduced and implemented several reform programmes that have improved the economic climate in the country. Between 1996 and 2000, the country's real GDP grew at an average rate of 6.2 percent per annum. This rate is far higher than the population growth rate during the same period, which was an estimated 2.9 percent. The GDP per capita grew at a rate of 2.6 percent per annum during the same period.

1.2 Sources of Education Data

Annually, the Ministry of Education and Sports (MoES) collects data on school, teacher, and student characteristics from both public and non-public schools at the pre-primary through tertiary levels, including vocational-technical institutions. These data are reported in the Educational Statistical Abstracts.¹

At the household level, the government of Uganda conducts a census roughly every ten years, with the next census expected to be conducted in 2002, as well as the Uganda National Household Survey (UNHS), formerly the Integrated Household Survey (IHS). The UNHS is an ongoing survey that collects household and community data on socioeconomic status and agricultural activities. The UNHS collects some education data, including household members' educational attainment, literacy, and current schooling status. The IHS/UNHS has been conducted six times since 1992, and another round of the survey will be in the field in 2002.

1.3 Education System and Programmes

Uganda's education system includes academic and technical training at the primary, secondary, and tertiary levels. Formal primary schooling in Uganda includes seven classes of primary school, typically referred to as P1 through P7. The official age range for primary schooling is age 6-12. At the end of primary school, a national examination, the Primary Leaving Examination (PLE), is administered.

Secondary schooling consists of two levels, ordinary (four classes) and advanced (two classes) secondary, with the official secondary school age range being age 13-18. Successful completion of ordinary secondary leads to the award of the Uganda Certificate of Education (UCE) or "O" level, and completion of advanced secondary leads to the award of the Uganda Advanced Certificate of Education (UACE) or "A" level.

Tertiary education includes schooling at universities, colleges of commerce, technical colleges, and teacher colleges. Both universities and colleges of commerce require the UACE. Technical and vocational colleges train craftsmen, technicians, and other skilled workers for industry. These colleges include an intermediate level for students who have completed primary schooling and an advanced level for students who have completed "O" level. Students studying to become primary school teachers enrol in

¹ The 2000 Educational Statistical Abstract is the most recent abstract available.

teacher colleges after “O” level secondary, whereas students studying to become secondary school teachers must complete “A” level before starting their training.

In addition to the formal system, a non-formal education system operates to serve the disabled, displaced persons, school-age children who have never attended formal schools or who dropped out of school, young married girls, geographically isolated children, and working or street children, among others. These programmes train children and adults in a range of skills from basic education to professional development. Some of these educational programmes are based on the national curricula, so that children may transfer into the public system more easily.

Primary Schooling and the Universal Primary Education Initiative

In 1997, a new government initiative, Universal Primary Education (UPE), was implemented with the intent of broadening access to primary schooling, largely through reducing the costs of schooling to households. For many years prior to the implementation of UPE, households sending children to primary school paid a sizeable percentage of the direct costs of primary schooling. UPE aimed to reduce this household burden by eliminating tuition fees in public primary schools for up to four children per household. The effects of implementing UPE in 1997 were dramatic: whereas primary school enrolment was about 3.1 million in 1996, enrolment surged to 5.2 million in 1997, an increase of roughly 68 percent. Clearly, reducing the direct costs of schooling to children’s families resulted in a greater willingness to send children to school.

Increasing enrolments have brought other pressures to bear on the education system. Accommodating 2 million additional pupils in classrooms and providing trained teachers and instructional materials in support of schooling is an enormous challenge. The government of Uganda promotes the establishment of private schools and is working to expand the total number of schools: in 1996, there were about 8,500 primary schools, while in 2000, there were about 11,500 schools. Of these 11,500 schools, 70 percent were government aided. In 2000, the pupil-teacher ratio at the primary level was 59:1, which is a dramatic decrease from 1997 when the pupil-teacher ratio was 110:1.²

Primary school enrolments continue to increase, and in the 2000 school year, there were 6.5 million primary school pupils. Of these pupils, 47 percent were female. In 2000, the gross enrolment ratio (GER) at the primary level was 128 (132 among male and 124 among female youth). These ratios indicate a high level of participation in primary school among both male and female youth, including those of primary school age (6-12) and those outside the age range for primary school.

Secondary Schooling

To respond to the increasing demand for postprimary schooling from UPE graduates, the MoES is working toward establishing a polytechnic in each county, creating comprehensive secondary schools, and supporting the establishment of private secondary schools. Nonetheless, there are a limited number of secondary schools in Uganda (1,900 in the year 2000), making access to secondary schooling much narrower than access to primary schooling. In 2000, approximately 519,000 youth attended secondary schools and the gross enrolment ratio was 15 (17 among males and 13 among females). These figures indicate that participation at the secondary level is low among youth of secondary school age (13-18) and among those outside the official age range.

² Uganda Ministry of Education and Sports. 2001. *Statistical Abstracts 2000*. Kampala, Uganda: Uganda Ministry of Education and Sports.

1.4 Objectives of the 2001 Uganda DHS EdData Survey

The principal aim of the 2001 Uganda DHS EdData Survey (UDES) is to provide up-to-date information on education among children of school age (age 6-18). The survey focuses on factors influencing household decisions about children's school attendance. These data supplement the data collected by the Ministry of Education and Sports by focusing on attendance rather than enrolment and exploring the costs of schooling (monetary and non-monetary) and parents'/guardians' attitudes about schooling.³ The survey provides data on topics such as the age of children's first school attendance and dropout; the reasons for overage first-time enrolment in school, never enrolling in school, and dropout; the frequency of and reasons for pupil absenteeism; household expenditures on schooling and other contributions to schooling; distances and travel times to schools; and parents'/guardians' perceptions of school quality and the benefits and detriments of schooling.

The 2001 UDES was designed to supplement education data sources and to provide policy-relevant data to assist policymakers in evaluating education programmes in the country. In broad terms, the 2001 UDES aims to—

- Provide baseline data on key education indicators
- Assist in the evaluation of Uganda's education programmes
- Advance survey methodology in Uganda and contribute to national and international databases.

In more specific terms, the 2001 UDES was designed to—

- Provide data on the schooling status of Ugandan children of primary and secondary school age and on factors influencing whether children ever enrol in school and why pupils drop out of school
- Quantify household expenditures on children's schooling and examine differential patterns of expenditure by various background characteristics
- Measure parents' and guardians' attitudes about schooling, including the quality of schooling and their perceptions of UPE, to provide an understanding of attitudes that shape parents' and guardians' willingness to send their children to school
- Measure the frequency of pupil absenteeism and the reasons for missing school in order to suggest possible approaches to maximizing pupil attendance.

1.5 Organization of the Survey

The 2001 Uganda DHS EdData Survey was a comprehensive survey that involved several agencies. The Uganda Bureau of Statistics (UBOS) had the primary responsibility for conducting the survey, with input from the Ministry of Education and Sports. Model survey instruments were modified by UBOS in consultation with a number of agencies, including the Ministry of Education and Sports, the Forum for African Women Educationists (FAWE), the Aga Khan Education Service, the Royal Netherlands Embassy, the Department for International Development (DFID), the U.S. Agency for International Development (USAID)/Uganda, and ORC Macro. ORC Macro provided technical assistance for the 2001 UDES, and funding was provided by USAID/Uganda through the USAID DHS

³ See chapter 5 for further discussion.

EdData Activity. Funding for the overall DHS EdData Activity, including the development of the core survey instruments, was provided by USAID's Office for Human Capacity Development, in the Bureau for Economic Growth, Agriculture, and Trade.

1.6 Linkage of the 2001 UDES with the 2000-2001 UDHS

The 2001 UDHS EdData Education Survey was linked to the 2000-2001 Uganda Demographic and Health Survey (UDHS). The 2000-2001 UDHS, which was in the field from September 2000 through February 2001, was the third DHS survey conducted in Uganda (previous surveys were implemented in 1988-1989 and 1995). The UDHS was designed to provide current and reliable information on key indicators of social development, including fertility levels and trends, family planning knowledge and use, and maternal and child health. The UDHS also included questions on educational attainment among household members and literacy among men age 15-54 and women age 15-49.⁴

The 2001 UDES was linked to the 2000-2001 UDHS in order to collect additional education data on a sub-set of the households surveyed by the 2000-2001 UDHS. Of the 7,885 households for which UDHS interviews were completed, 4,835 households were sampled for the 2001 UDES. Data from the two surveys for a given household were then statistically linked to create a linked data set that was then used to produce the results presented in this report.

1.7 Sample Design

The sample for the 2001 UDES is based on the sampling frame for the 2000-2001 UDHS, which was designed to provide estimates of health and demographic indicators. This discussion will first address the sample design for the UDHS, then the subsequent design for the UDES.

The 2000-2001 UDHS was designed to provide estimates at the national and regional levels and for urban and rural areas. In addition, the UDHS was designed to provide estimates of health and demographic indicators at the sub-regional level in three districts.

The 2000-2001 UDHS sample points (clusters) were systematically sampled from a list of enumeration areas (EAs) defined in the 1991 Population Census. A total of 298 clusters was drawn from the census sample frame: 196 in rural areas and 102 in urban areas. Three districts were oversampled in the 2000-2001 UDHS in order to produce reliable estimates for certain variables at the district level. The oversampled districts are Kabale, Kisoro, and Rukungiri.

After selecting the 298 clusters, UBOS trained teams to conduct the comprehensive listing of households and to update maps in the selected clusters. For the listing exercise, 28 UBOS field staff were trained in listing and cartographic methods. The listing operation was undertaken from June through September 2000.

After the listing operation, households to be included in the 2000-2001 UDHS were selected, with the number of households selected per cluster being inversely proportional to the size of the cluster. In the UDHS sampling frame, the number of EAs selected in each district was not proportional to the total population; rather, urban areas were oversampled in order to generate unbiased urban estimates. Also, because of security problems in selected areas, the survey was limited to 41 of the 45 districts in the

⁴ The 2000-2001 UDHS also collected information about current school attendance among youth. These data, however, are not presented in this report. Instead, this report presents data on attendance from the 2001 UDES (see Chapter 5).

country.⁵ Kasese, Bundibugyo, Gulu, and Kitgum were excluded. These four excluded districts comprise approximately 5 percent of the total population of Uganda.

For the 2001 UDES, 283 EAs—98 in urban areas and 185 in rural areas—were selected from the 298 EAs in the UDHS sample.⁶ In the remaining clusters, households with children who were age 5-18 at the time of the 2000-2001 UDHS were included in the 2001 UDES sample.⁷ Excluded from this sample were households headed by children under the age of 19. Also excluded from the sample were children age 5-18 living in households headed by adults (those age 19 or older) and who were either the spouse of the head of the household or the son-in-law or daughter-in-law of the household head. All children living in households headed by children and those children who were married and not living with a parent/guardian were excluded because the 2001 UDES was designed to collect data on children's schooling from a parent's/guardian's perspective, and it was decided that for these children, no one in the given household could respond to questions from the perspective of a parent/guardian.

1.8 Questionnaires

Three questionnaires were used for the 2001 UDES: the Household Questionnaire, the Parent/Guardian Questionnaire, and the Eligible Child Questionnaire. The Household Questionnaire listed all people who were either members of the household or visitors at the time the household was surveyed for the UDHS. The three purposes of the UDES Household Questionnaire were to 1) confirm that the household was the same household surveyed by the UDHS, 2) identify which children were eligible (qualified) to be covered by the Eligible Child Questionnaire, and 3) identify a parent or guardian as the respondent for each eligible child. The UDES Household Questionnaire determined whether each potentially eligible child (children age 5-18 at the time of the UDHS) was still a household member, and if not, it collected information about whether the child had left the household to attend school elsewhere.

The Parent/Guardian Questionnaire collected background information on each parent/guardian respondent and on general education issues. Information was collected on the parent's/guardian's age, education, literacy, and religion. Questions were also asked about the walking time and distance to the nearest primary and secondary schools, knowledge of Universal Primary Education and other government policies, and household participation in school activities. Information was collected on each primary and secondary school attended by the children for whom the parent/guardian responded, including the school level, type, and location; the reason for selection of that school; and school quality.

The Eligible Child Questionnaire collected different kinds of information about each eligible child, depending on the child's schooling status. While the subject of the Eligible Child Questionnaire was the eligible child and his/her schooling, the respondent for the questionnaire was the child's parent/guardian, since the purpose of the questionnaire was to collect information on issues from the parent's/guardian's perspective. Data were collected on the following topics, according to the child's schooling status:

⁵ The sampling frame was constructed prior to the creation of new districts in 2001; there are now 56 districts in Uganda.

⁶ The UDHS was designed to produce district-level estimates in selected parts of the country. The UDES, by contrast, was not intended to provide district-level estimates. Three of the districts that were oversampled by the UDHS—Kabale, Kisoro, and Rukungiri—were not oversampled for the UDES, and a total of 15 UDHS EAs (five in each district) were excluded from the UDES sample.

⁷ The 2001 UDHS is concerned with children of school age, namely, those age 6-18. However, children who were age five at the time of the 2000-2001 UDHS were also included in the sample because of the possibility that they had reached age six by the time of the 2001 UDES.

- Schooling background and current school participation (currently attending school, dropped out of school, or never attended school)
- Frequency of and reasons for pupil absenteeism, household expenditures on schooling, other costs of schooling (for children who currently attend school)
- Reasons for dropping out of school (for children who have dropped out of school)
- Reasons for not attending school now (for children who have never attended school)
- Children's eating patterns
- Children's informal training and apprenticeships (for children age 13-18).

The questionnaires were pre-tested for each language group in December. A total of 110 pre-test interviews was conducted. The questionnaires were produced in six major language groups: Ateso-

Karamojong, Luganda, Lugbara, Luo, Runyankole-Rikiga, and Runyoro-Rutoro. Based on the results of the pre-test, the survey questionnaires were revised. The main problem encountered in the pre-test fieldwork was the cumulative length of the survey in households with many eligible children. A number of changes were made in the Eligible Child Questionnaire in order to reduce the time required for its completion, making the questionnaire less prohibitive. Adjustments in language and content were also made to the questionnaires based on the lessons drawn from the pre-test interviews.

1.9 Training

Training of field staff for the main survey was conducted over a three-week period in March and April 2001. A total of 50 persons participated in the main survey training for interviewers.

The training was conducted using the DHS EdData Survey training procedures, including instruction in general interviewing techniques and field procedures, class presentations on the questionnaires, mock interviews between participants, and tests. The training included practice interviews using the questionnaire in English and the six local languages into which the questionnaires had been translated. Discussions of the translations were also an important part of the training programme.

Supervisors were trained during a one-day session. Nine of the ten supervisors had been supervisors for the UDHS, which allowed for a briefer and more in-depth training of supervisors than otherwise would have been possible because supervisors were already familiar with survey field procedures.

1.10 Data Collection and Data Processing

Ten interviewing teams carried out data collection for the 2001 UDES. Each team was composed of one supervisor, three to four interviewers, and one driver. Data were collected over a three-month period, from 10 April to 22 July 2001.

Complete, field-edited questionnaires were taken to the UBOS headquarters in Entebbe for data processing. Data processing consisted of office editing, the coding of open-ended questions, data entry, verification, and editing of the computer-identified errors. A team of seven data entry clerks, data editors, and a data entry supervisor processed the data. Data entry and editing started in early May, using the computer package ISSA (Integrated System for Survey Analysis), which was specifically designed to process DHS-type survey data.

Table 1.1 shows response rates for the 2001 UDES for Uganda as a whole. A total of 4,835 households was selected, of which 4,392 were occupied. Of the 4,392 occupied households, 4,217 were interviewed successfully, yielding a household response rate of 96 percent.⁸

In the interviewed households, 4,246 parents/guardians were identified to be interviewed, and completed interviews were conducted with all of these parents/guardians, yielding a response rate of 100 percent.

Since the parents/guardians responded to the questions for their children and the children for whom they are responsible, the Eligible Child Questionnaire response rate reflects the percentage of eligible children for whom data were collected. A total of 11,614 eligible children was identified and data were collected on 11,610 of these children, yielding a response rate of nearly 100 percent. The overall children response rate, which is 96 percent, is the product of the household response rate, the parent/guardian response rate, and the eligible child response rate.

Table 1.1 Results of the Uganda DES 2001 household and individual interviews			
Number of households, number of interviews and response rates, according to residence, Uganda DES 2001			
Result	Urban	Rural	Total
Household interviews			
Households sampled	1,409	3,426	4,835
Household occupied	1,195	3,197	4,392
Completed	1,106	3,111	4,217
No household member at home	45	51	96
Entire household absent	81	134	215
Refused	36	34	70
Dwelling vacant	2	4	6
Dwelling destroyed	1	2	3
Dwelling not found	8	1	9
Household moved	130	89	219
Household response rate	92.6	97.3	96.0
Parent/guardian interviews			
Eligible parents/guardians	1,109	3,137	4,246
Completed	1,109	3,137	4,246
Parent/guardian response rate	100.0	100.0	100.0
Children's questionnaires			
Eligible children found	3,008	8,606	11,614
Children's questionnaires completed	3,006	8,604	11,610
Children response rate	99.9	100.0	100.0
Overall children response rate	92.5	97.3	96.0

⁸ Occupied households exclude the following categories: entire household absent, dwelling vacant, dwelling destroyed, and household moved. The household response rate is calculated from among those households expected to have been interviewed. The categories constituting "occupied" and hence the denominator for the calculation of the response rate include completed, no household member at home, refused, and dwelling not found. The numerator for the calculation of the household response rate is "completed."

1.11 Level of Analysis

The data presented in this report were collected by two separate but linked surveys, the 2000-2001 Uganda DHS and the 2001 Uganda DHS EdData Survey. The 2000-2001 UDHS collected data at the household and individual levels. The 2001 UDES collected data at the household, parent/guardian, and child levels from a sub-sample of the 2000-2001 UDHS households. Data from both surveys across levels of analysis are representative of Uganda as a whole, by region, and by urban-rural residence. The data on adults' educational attainment presented from the 2000-2001 UDHS, for example, are representative of adults age 15 or older at the national, urban-rural, and regional levels. The literacy data presented from the DHS are representative of women age 15-49 and men age 15-54. The child-level data from the 2001 UDES are representative of children 6-18 living in a household with a parent/guardian.⁹

The focus of the 2001 UDES, as discussed earlier, was the education of school-age children as seen from the perspective of children's parents/guardians. The survey was designed to collect information about each eligible child from a respondent knowledgeable about the child's education history. The respondent might be the child's mother, father, grandparent, another relative, or a non-relative, and it was expected that in many households, more than one parent/guardian might be qualified to respond to questions about each child. Accordingly, the survey allowed for one qualified respondent to answer questions, but also allowed for the substitution of another knowledgeable parent/guardian should the "best" respondent be unavailable. As a consequence of this approach, the respondent's characteristics—such as relationship to the child, age, sex, educational attainment, and so on—were not known in advance. In addition, in households with more than one eligible child, the survey allowed for more than one parent/guardian respondent per household. The end result of this approach to identifying parents/guardians is that it cannot be said that the 2001 UDES includes a probabilistic sample of parents/guardians.

The 2001 UDES excluded from its sample children age 6-18 who either lived in a household headed by a person under age 19 or were the household head, spouse of the head, or son-in-law or daughter-in-law of the household head. This approach excluded 8 percent of children age 13-18 (4 percent of male and 13 percent of female children age 13-18).¹⁰ Survey results should be interpreted in this light, recognizing that among children age 13-18, the 2001 UDES sample represents children living with a parent/guardian, rather than representing all children age 13-18.

The results presented in this report link data from the two surveys in order to explore the relationship between household characteristics and children's education. For example, information from the 2000-2001 UDHS on household possessions and assets is used to create a wealth index, which is then used in the analysis of data from the 2001 UDES. This linkage allows for the examination of differences by wealth, such as in household expenditures on children's primary schooling (see Table 8.3).¹¹ These analyses linking data from the two surveys were undertaken where sample size was sufficient, and the linkage added analytical value.

⁹ As discussed in section 1.7 of this chapter, children age 6-18 who were the household head, spouse of the head, or son-in-law or daughter-in-law of the household head were excluded.

¹⁰ Only 0.1 percent of children age 6-12 were excluded from the sample.

¹¹ The asset index measures socioeconomic status in terms of assets or wealth, rather than in terms of income or consumption. The assets used to form this index include ownership of a radio, television, refrigerator, telephone, bicycle, motorcycle/scooter, car/truck, boat/canoe, donkey, or plot of land; lighting, water, and fuel sources; sanitation facilities; and floor, wall, and roofing material. Each household asset used for the index was assigned a weight generated through principal components analysis, which calculated the importance of each element of the index. These asset scores were standardized in relation to a standard normal distribution and then used to create the breakpoints that define the wealth quintiles.

ADULT EDUCATIONAL ATTAINMENT AND LITERACY

2

This chapter presents data on the educational attainment of adults in the households surveyed for the 2000-2001 Uganda Demographic and Health Survey. Also presented is information on literacy among selected household members: women age 15-49 and men age 15-54.

2.1 Educational Attainment

Educational attainment among adults (defined here as household members age 15 or older) is an indicator of the adult population's exposure to schooling, as well as a rough indicator of a country's human resource base. The 2000-2001 UDHS collected data on the highest level of education attended and the highest class completed at that level among Ugandans age 4 or older. This information allows for the calculation of educational attainment among the Ugandan adult de jure household population (see Table 2.1.1).¹

The majority of Ugandan adults (77 percent) have attended school, although many of these adults did not complete primary school. One in three Ugandan adults has completed primary school or has attended school at the postprimary level.

While most Ugandan adults have attended school, there are sizeable differences by sex, urban-rural residence, and region. While only 13 percent of men have never attended school, 32 percent of women have never been to school (see Tables 2.1.2 and 2.1.3). The mean years of schooling attained

Table 2.1.1 Educational attainment of adult male household population

Percent distribution of the de jure male household populations age 15 and over by highest level of education attended, according to background characteristics, Uganda DHS 2000-2001

Background characteristic	Highest level of schooling attended							Total	Number of males	Mean number of years
	No schooling	Some primary	Complete primary ¹	Some secondary	Complete secondary ²	More than secondary	Don't know/missing			
Age										
15-19	3.2	55.8	12.9	27.5	0.2	0.3	0.2	100.0	1,322	6.1
20-24	6.8	42.2	15.4	24.6	3.1	6.8	1.0	100.0	1,287	6.7
25-29	6.1	45.7	12.9	22.4	2.6	8.5	1.8	100.0	1,227	6.8
30-34	8.8	45.5	13.5	18.2	1.8	9.8	2.4	100.0	1,078	6.6
35-39	13.4	41.0	16.0	16.7	2.4	9.1	1.4	100.0	807	6.3
40-44	15.8	38.8	17.3	16.6	1.6	7.9	1.9	100.0	551	6.1
45-49	14.3	41.2	15.6	17.5	0.9	7.2	3.2	100.0	490	5.8
50-54	14.4	45.8	13.5	16.1	0.1	8.1	2.0	100.0	351	5.8
55-59	23.5	44.5	7.7	13.8	0.6	7.9	2.1	100.0	295	5.0
60-64	31.4	50.3	4.3	9.3	0.0	4.0	0.7	100.0	291	3.9
65+	51.0	37.5	2.6	4.4	0.3	1.9	2.4	100.0	607	2.3
Residence										
Urban	4.2	20.4	11.6	36.4	5.3	18.6	3.4	100.0	1,273	9.2
Rural	14.7	49.5	13.1	16.4	0.9	4.1	1.2	100.0	7,034	5.4
Region										
Central	9.5	36.6	13.1	24.4	2.9	9.6	3.9	100.0	2,709	7.0
Eastern	12.8	49.5	10.9	20.2	0.9	5.5	0.3	100.0	2,243	5.7
Northern	16.2	49.2	12.3	16.2	0.5	4.9	0.8	100.0	1,243	5.4
Western	16.1	48.9	15.2	14.1	1.2	4.1	0.5	100.0	2,112	5.2
Total	13.1	45.1	12.9	19.4	1.6	6.4	1.6	100.0	8,307	6.0

¹Completed class 7 at the primary level

²Completed class 6 at the secondary level

¹ The de jure household population includes usual household members and excludes visitors to the household.

Background characteristic	Highest level of schooling attended							Total	Number of females	Mean number of years
	No schooling	Some primary	Complete primary ¹	Some secondary	Complete secondary ²	More than secondary	Don't know/missing			
Age										
15-19	10.2	49.6	10.8	27.2	0.8	1.1	0.3	100.0	1,518	5.6
20-24	15.5	50.4	10.7	15.8	1.4	5.5	0.6	100.0	1,624	5.3
25-29	23.2	45.7	10.4	14.8	0.4	5.2	0.4	100.0	1,403	4.8
30-34	25.7	49.2	10.4	9.7	0.4	3.7	0.9	100.0	1,040	4.1
35-39	32.3	45.4	9.8	7.2	0.3	4.3	0.7	100.0	839	3.7
40-44	33.3	44.2	10.5	8.5	0.0	2.4	0.8	100.0	589	3.5
45-49	46.3	36.7	7.9	6.0	0.1	2.2	0.8	100.0	438	2.8
50-54	59.9	28.5	3.4	5.7	0.0	0.8	1.8	100.0	503	1.9
55-59	68.3	27.0	1.2	1.3	0.0	2.0	0.3	100.0	327	1.4
60-64	76.6	18.9	1.3	0.3	0.0	1.1	1.6	100.0	343	0.8
65+	79.9	17.4	0.6	0.5	0.0	0.7	0.9	100.0	566	0.8
Residence										
Urban	9.8	27.9	13.9	31.6	2.5	12.8	1.4	100.0	1,344	7.6
Rural	35.4	45.2	7.8	9.3	0.2	1.6	0.6	100.0	7,847	3.4
Region										
Central	18.8	38.6	12.7	21.2	1.1	6.2	1.5	100.0	2,878	5.7
Eastern	31.2	47.8	7.1	11.1	0.1	2.3	0.3	100.0	2,557	3.6
Northern	48.9	40.4	3.7	5.2	0.2	1.2	0.5	100.0	1,418	2.4
Western	37.5	43.5	8.7	8.0	0.4	1.7	0.2	100.0	2,337	3.3
Total	31.7	42.7	8.7	12.5	0.5	3.2	0.7	100.0	9,190	4.0

¹Completed class 7 at the primary level
²Completed class 6 at the secondary level

Background characteristic	Highest level of schooling attended							Total	Number	Mean number of years
	No schooling	Some primary	Complete primary ¹	Some secondary	Complete secondary ²	More than secondary	Don't know/missing			
Age										
15-19	7.0	52.5	11.8	27.3	0.5	0.7	0.2	100.0	2,841	5.8
20-24	11.7	46.8	12.8	19.7	2.2	6.1	0.8	100.0	2,911	5.9
25-29	15.2	45.7	11.5	18.4	1.4	6.7	1.1	100.0	2,629	5.7
30-34	17.1	47.3	12.0	14.0	1.1	6.8	1.7	100.0	2,119	5.3
35-39	23.0	43.3	12.8	11.9	1.3	6.6	1.0	100.0	1,646	5.0
40-44	24.8	41.6	13.8	12.4	0.8	5.1	1.3	100.0	1,139	4.8
45-49	29.4	39.1	12.0	12.1	0.5	4.9	2.1	100.0	928	4.4
50-54	41.2	35.6	7.5	9.9	0.0	3.8	1.8	100.0	854	3.5
55-59	47.0	35.3	4.3	7.2	0.3	4.8	1.1	100.0	623	3.1
60-64	55.9	33.3	2.7	4.4	0.0	2.4	1.2	100.0	634	2.2
65+	65.0	27.8	1.6	2.5	0.1	1.3	1.7	100.0	1,173	1.6
Residence										
Urban	7.1	24.3	12.8	33.9	3.9	15.6	2.4	100.0	2,617	8.4
Rural	25.6	47.3	10.3	12.6	0.5	2.8	0.9	100.0	14,881	4.3
Region										
Central	14.3	37.6	12.9	22.7	2.0	7.8	2.6	100.0	5,587	6.3
Eastern	22.6	48.6	8.9	15.4	0.5	3.8	0.3	100.0	4,800	4.6
Northern	33.6	44.5	7.7	10.3	0.3	2.9	0.6	100.0	2,661	3.8
Western	27.3	46.0	11.8	10.9	0.7	2.9	0.3	100.0	4,449	4.2
Total	22.8	43.8	10.7	15.8	1.0	4.7	1.1	100.0	17,497	4.9

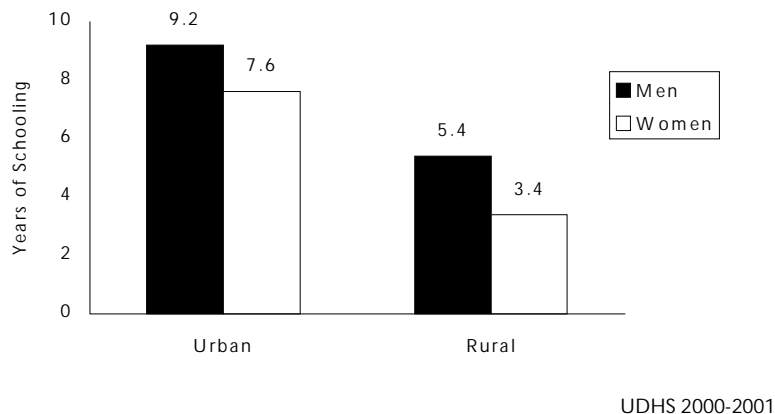
¹Completed class 7 at the primary level
²Completed class 6 at the secondary level

reflects the overall gender gap in educational attainment, as well as an urban-rural gap: Men have completed an average of 6 years of schooling, compared with only 4 years among women. In urban areas, men have completed an average of 9.2 years of schooling, compared with only 5.4 years among men in rural areas. Among women, the gap is even wider, with urban women having completed an average of 7.6 years and rural women having completed about 3.4 years of schooling (see Figure 2.1).

In urban areas, only 7 percent of the adult population has never attended school, compared with nearly 26 percent in rural areas. One in three adults in the Northern region has never attended school, compared with one in seven in the Central region.

The results by age group indicate that the percentages of adults who have never attended school are decreasing over time: Only 7 percent of young adults age 15-19, 12 percent of those age 20-24, and 15 percent of those age 25-29 have never attended school, compared with 47 percent of those age 55-59, 56 percent of those age 60-64, and 65 percent of those age 65 or older. The absolute gender gap (the difference between the percentage of men and women who have never attended school) decreases among younger cohorts, with a gap of only 7 percent between men and women age 15-19 (3 percent of men and 10 percent of women age 15-19 have never attended school), compared with a gap of 29 percent between men and women age 65 or older (51 percent of men and 80 percent of women age 65 or older have never attended school).

Figure 2.1 Mean Years of Schooling Completed by Men and Women Age 15 or Older, by Residence



2.2 Literacy

Literacy is a complex construct, not easily captured by one indicator. The 2000-2001 UDHS provides one measure of literacy, namely, whether a man or woman can read a simple sentence about everyday life. This definition does not provide information about functional literacy such as whether the respondent can read and understand the instructions on a medicine bottle or read and make use of a bus timetable, for example. Nevertheless, this indicator of the ability to read some or all of a sentence suggests whether respondents have the basic ability to read common words.

The 2000-2001 UDHS assessed literacy among men age 15-54 and women age 15-49. Respondents who have attended school beyond the primary level are assumed to be literate; therefore, the survey measures literacy only among respondents who have never attended school or who attended school

up to the primary level. Among respondents with primary or no schooling, the level of literacy is based on the respondent's ability to read none, part, or all of a sentence in a language in which he/she is likely to be literate. Respondents were asked to demonstrate literacy by reading from a card with a simple sentence in one of seven languages.² The percent literate (as presented in Tables 2.2.1 and 2.2.2) includes respondents who could read part or all of a sentence and those who attended postprimary school or higher.

Table 2.2.1 Literacy among males age 15-54

Percent distribution of males age 15-54 by level of schooling attended and by level of literacy, according to background characteristics, Uganda DHS 2000-2001

ENR 2000 2001

Background characteristic	Secondary school or higher	No schooling or primary school				Total	Number of males	Percent literate ¹
		Can read a whole sentence	Can read part of a sentence	Cannot read at all	No card with required language			
Age								
15-19	26.7	36.9	19.5	12.8	4.1	100.0	441	86.6
20-24	32.1	34.6	16.1	14.2	3.1	100.0	321	85.4
25-29	33.2	33.0	15.3	15.2	3.4	100.0	310	84.3
30-34	29.7	33.1	17.7	17.0	2.5	100.0	291	82.6
35-39	25.4	35.6	15.3	19.5	4.2	100.0	231	79.6
40-44	29.0	35.0	13.3	18.4	4.3	100.0	165	80.8
45-49	23.0	42.1	14.2	16.9	3.7	100.0	120	82.4
50-54	28.3	36.8	3.4	28.2	3.3	100.0	83	70.8
Residence								
Urban	61.2	24.3	6.1	5.3	3.1	100.0	325	94.5
Rural	22.5	37.5	17.9	18.4	3.6	100.0	1,637	80.9
Region								
Central	37.6	38.8	7.4	9.6	6.6	100.0	671	89.7
Eastern	30.3	26.2	19.5	20.0	4.1	100.0	523	79.2
Northern	21.0	47.8	15.8	14.2	1.3	100.0	284	85.6
Western	20.2	33.1	24.3	22.4	0.0	100.0	484	77.5
Total	28.9	35.3	16.0	16.2	3.6	100.0	1,962	83.2

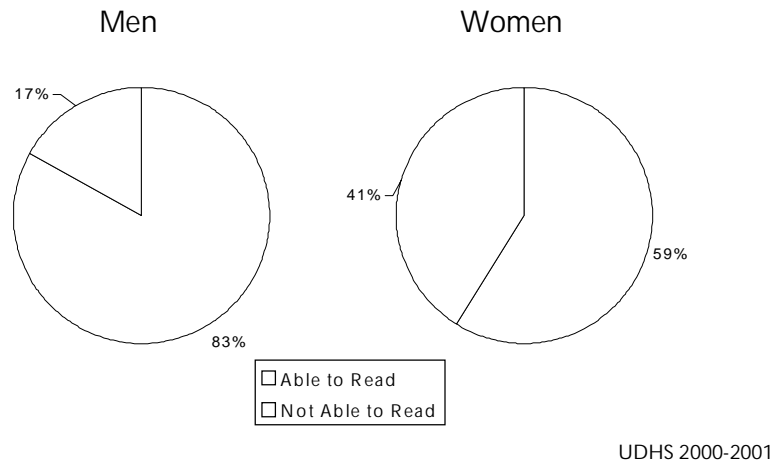
¹ Respondents who had attained secondary school or higher were assumed to be literate. Only those respondents who had completed primary school or less were asked the literacy question. Percent literate includes respondents who have attained secondary school or higher, those who can read a whole sentence, and those who can read part of a sentence, and excludes from the calculation those for whom no card was available with the language required to test literacy.

² The statements included the following: 1) Breast milk is good for babies. 2) Most Ugandans live in villages. 3) Immunisation can prevent children from getting diseases. 4) Family planning teaches people to be responsible to their family.

Table 2.2.2 Literacy among females age 15-49								
Percent distribution of females age 15-49 by level of literacy, according to background characteristics, Uganda DHS 2000-2001								
Background characteristic	Secondary school or higher	No schooling or primary school				Total	Number of females	Percent literate ¹
		Can read a whole sentence	Can read part of a sentence	Cannot read at all	No card with required language			
Age								
15-19	24.8	32.1	12.9	28.8	1.4	100.0	1,615	70.8
20-24	22.1	26.5	10.4	39.6	1.5	100.0	1,503	59.8
25-29	20.0	27.9	10.3	39.2	2.7	100.0	1,341	59.7
30-34	13.7	29.0	10.9	43.8	2.5	100.0	983	55.0
35-39	11.8	30.2	8.0	48.2	1.8	100.0	810	50.9
40-44	11.6	31.7	6.0	48.6	2.1	100.0	570	50.3
45-49	8.0	25.5	9.1	55.4	2.0	100.0	423	43.4
Residence								
Urban	47.8	28.2	8.2	14.4	1.3	100.0	1,207	85.4
Rural	12.5	29.3	10.7	45.5	2.0	100.0	6,038	53.6
Region								
Central	31.2	38.6	7.6	19.6	2.9	100.0	2,341	79.8
Eastern	15.9	19.5	11.2	52.0	1.4	100.0	1,956	47.3
Northern	7.6	16.4	9.9	65.7	0.5	100.1	1,157	34.0
Western	11.2	35.4	13.1	38.1	2.2	100.0	1,792	61.1
Total	18.4	29.1	10.3	40.3	1.9	100.0	7,245	58.9
¹ Respondents who had attained secondary school or higher were assumed to be literate. Only those respondents who had completed primary school or less were asked the literacy question. Percent literate includes respondents who have attained secondary school or higher, those who can read a whole sentence, and those who can read part of a sentence, and excludes from the calculation those for whom no card was available with the language required to test literacy.								

Differences in literacy parallel those in educational attainment. Women are less likely than men to be able to read (see Figure 2.2). The gender gap, however, decreases from older to younger cohorts, with literacy rates among young adults age 15-19 at 71 percent for women and 87 percent for men (a 16 percentage point gap), compared with rates of 43 and 82 percent among women and men age 45-49 (a 39 percentage point gap).

Figure 2.2 Literacy among Men Age 15-54 and Women Age 15-49



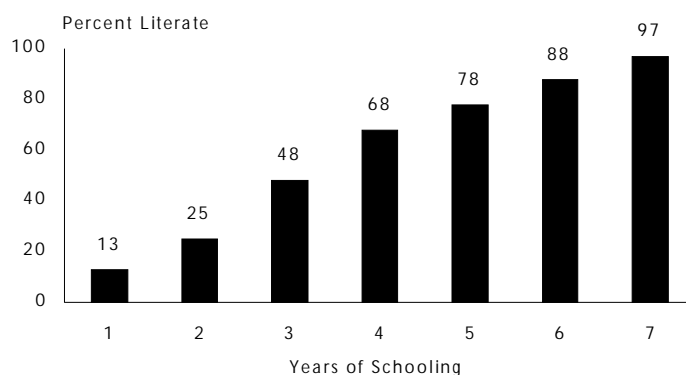
Urban residents are considerably more likely than rural residents to be able to read. Only 54 percent of women and 81 percent of men in rural areas can read, compared with 85 percent of women and 95 percent of men in urban areas. Regional differences in women's literacy are substantial, ranging from 34 percent literacy in the Northern region to nearly 80 percent literacy in the Central region. Regional differences in literacy among men are far narrower, with a range of 78 to 90 percent literacy across regions.

Table 2.3 presents information about literacy among women age 15-49 according to the number of years of primary schooling completed (also see Figure 2.3). The more years of schooling a woman has completed, the more likely she is to be literate: whereas 13 percent of women who completed P1 can read, 97 percent of women who completed P7 can read. In international comparisons, where data on literacy are unavailable, completion of four years of primary school is often used as a proxy for literacy. Data from the 2001 UDES suggest that literacy cannot be assumed among women completing P4, since only 68 percent of those who completed P4 are literate. In fact, these data suggest that only with complete primary schooling (7 years) are nearly all (97 percent) Ugandan women literate.

Table 2.3 Literacy among females age 15-49 by years of schooling							
Among females age 15-49 who have not attended secondary school, percentage distribution of females by highest primary class completed and by level of literacy, Uganda DHS 2000							
Background characteristic	No schooling or primary school only				Total	Number of females	Percent literate ¹
	Can read a whole sentence	Can read part of a sentence	Cannot read at all	No card with required language			
Education in single years							
0	2.2	2.0	93.1	2.7	100.0	1,663	4.3
1	3.8	8.7	86.1	1.4	100.0	224	12.6
2	10.8	13.5	72.9	2.7	100.0	556	25.0
3	27.1	18.6	50.2	4.3	100.2	634	47.7
4	42.4	23.4	31.6	2.7	100.0	581	67.5
5	57.7	18.7	21.7	1.9	100.0	726	77.8
6	67.4	19.7	11.6	1.3	100.0	801	88.3
7	85.8	10.0	2.8	1.3	100.0	729	97.1

¹ Respondents who had attained secondary school or higher were assumed to be literate. Only those respondents who had completed primary school or less were asked the literacy question. Percent literate includes respondents who have attained secondary school or higher, those who can read a whole sentence, and those who can read part of a sentence, and excludes from the calculation those for whom no card was available with the language required to test literacy.

Figure 2.3 Literacy among Women Age 15-49, by Years of Schooling



UDHS 2000-2001

This chapter presents information on the characteristics of the children for whom data were collected by the 2000-2001 UDHS. This information includes the survival status of children's parents and the working status of children age 6-17.

3.1 Children's Orphanhood

For children under the age of 18, the 2000-2001 UDHS collected information about the survival status of their parents. This information is of particular interest in education, since there may be differences in school attendance patterns among school-age children according to parental survivorship. Table 3.1 presents the percent distribution of children age 6-17 by the survival status of the child's parents.

More than 78 percent of children age 6-17 are not orphans, while 5 percent have lost their mother, 11 percent have lost their father, and 4 percent have lost both parents. Children in rural areas are more likely to be non-orphans than children in urban areas (79 versus 72 percent). Almost 28 percent of children in the Central region are single or double orphans, compared with only 16 percent in the Eastern region.

Table 3.1 Children's orphanhood							
Percent distribution of de jure children age 6-17 by survival status of children's parents, according to background characteristics, Uganda DHS 2000-2001							
Background characteristic	Survival status of parents				Missing information on father/mother	Total	Number of children
	Both alive	Only father alive	Only mother alive	Both dead			
Age							
6-12	81.9	4.1	9.6	3.3	1.2	100.0	8,863
13-18	70.8	6.4	14.8	5.3	2.7	100.0	4,328
Sex							
Male	78.8	4.7	11.1	4.0	1.4	100.0	6,556
Female	77.7	5.0	11.4	3.9	1.9	100.0	6,635
Residence							
Urban	71.7	6.2	13.8	6.3	2.0	100.0	1,605
Rural	79.2	4.7	10.9	3.6	1.6	100.0	11,586
Region							
Central	72.1	7.1	13.2	5.7	1.9	100.0	4,157
Eastern	84.4	2.6	8.2	3.0	1.9	100.0	3,616
Northern	81.1	3.4	10.8	3.3	1.4	100.0	2,088
Western	77.5	5.6	12.6	3.2	1.2	100.0	3,330
Total	78.3	4.9	11.3	3.9	1.7	100.0	13,191

3.2 Child Labour

Table 3.2 presents information on the working status of children age 6-17, by whether children attend school. Information is presented on whether, in the week prior to the day the household was surveyed, children did either domestic or other family work for the household or work for someone outside the household.¹ The discussion below first focuses on all children, then compares working status among children currently attending school with those not in school.

Most children age 6-17 (88 percent) did domestic work, while 43 percent did other household work, and 5 percent worked for an employer outside the household. On average, children doing domestic work spent 17 hours during the week doing it, while children doing other household work spent 10 hours, and those doing work for an employer spent 13 hours.

Children age 13-17 are somewhat more likely than children age 6-12 to have done domestic work (90 versus 87 percent) and are considerably more likely to have done other household work (56 versus 36 percent). Among children doing each type of work, those age 13-17 spent more time than those age 6-12 doing domestic work (23 versus 15 hours), other household work (11 versus 8 hours), and work for an employer (20 versus 8 hours).

Female children age 6-17 are more likely than male children to have done domestic work (and spent about two hours more time on domestic work than male children) and were less likely to have done other household work. Children in rural areas are considerably more likely than children in urban areas to have done other household work (46 versus 19 percent), although the time spent on this work is comparable. Children in the Central region are most likely to have done domestic work and other household work, while children in the Eastern region are most likely to have done work for an employer outside the household.

Strikingly, children currently attending school are considerably more likely than those not attending school to have done domestic work (90 versus 79 percent) and other household work (46 versus 29 percent), while similar percentages (5 percent) of pupils and non-pupils worked for an employer outside the household (see Figure 3.1). These findings may be partly explained by the incidence of illness and disability among children not attending school (see Chapter 7). Children attending school are presumably able-bodied and well enough to do work in support of the household, while unwell or disabled children who are unable to attend school may also be unable to work in support of the household. While children attending school are more likely than those not in school to do work for the household, non-pupils spend more time doing domestic work (20 versus 17 hours) and other household work (12 versus 9 hours) and more than twice as much time per week working for employers (27 versus 11 hours).

¹ Domestic work includes household chores such as cooking, shopping, cleaning, washing clothes, fetching water, or caring for animals. Other family work includes work done on the family farm or in the family business. Work done outside the household includes any type of work done for people living outside the child's own household.

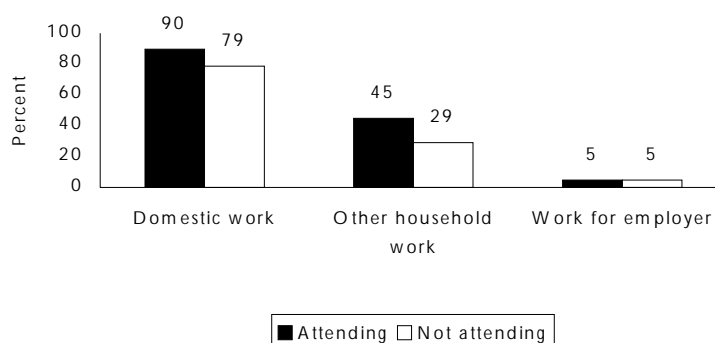
Table 3.2 School and working status

Percentage of children age 6-17 who carry out various types of work, and mean number of hours of work done in the last week, according to school attendance status and background characteristics, Uganda DHS 2000-2001

status and background characteristics, Uganda DHS 2000-2001

Background characteristic	Domestic work		Other household work		Work done for employer outside household		Number of children
	Percentage working	Mean hours	Percentage working	Mean hours	Percentage working	Mean hours	
ATTENDING SCHOOL							
Age							
6-12	89.9	14.9	39.8	8.2	3.9	6.7	7,445
13-18	90.9	20.8	57.5	10.8	5.9	16.1	3,580
Sex							
Male	88.8	15.9	47.3	9.6	4.7	12.1	5,537
Female	91.7	17.7	43.7	8.9	4.4	9.2	5,488
Residence							
Urban	83.9	14.9	18.9	9.9	3.1	10.4	1,395
Rural	91.1	17.1	49.4	9.2	4.8	10.7	9,630
Region							
Central	92.6	18.1	50.6	9.3	2.5	19.0	3,576
Eastern	88.1	13.9	50.7	9.7	7.6	5.8	3,203
Northern	83.8	13.3	33.7	10.8	4.0	13.5	1,519
Western	93.1	20.2	39.4	7.7	4.1	13.1	2,727
Total	90.2	16.8	45.5	9.2	4.6	10.7	11,025
NOT ATTENDING SCHOOL							
Age							
6-12	73.8	13.5	17.8	9.4	1.9	19.1	1,408
13-18	88.3	30.6	49.6	15.1	9.6	30.3	735
Sex							
Male	73.1	18.1	27.7	12.3	5.8	30.4	1,010
Female	83.9	21.6	29.6	13.2	3.5	22.5	1,134
Residence							
Urban	82.1	27.0	18.0	15.9	6.6	38.1	205
Rural	78.4	19.3	29.9	12.6	4.4	25.4	1,939
Region							
Central	89.4	24.5	42.4	13.5	4.7	35.1	575
Eastern	71.7	16.3	30.5	12.8	5.0	14.1	406
Northern	74.1	16.6	20.0	12.5	4.4	28.4	561
Western	77.8	20.7	22.5	11.6	4.4	28.0	601
Total	78.8	20.1	28.7	12.8	4.6	27.2	2,143
TOTAL							
Age							
6-12	87.3	14.7	36.3	8.3	3.6	7.8	8,853
13-18	90.4	22.5	56.1	11.4	6.5	19.6	4,315
Sex							
Male	86.4	16.2	44.3	9.8	4.9	15.5	6,546
Female	90.3	18.3	41.3	9.4	4.3	11.0	6,622
Residence							
Urban	83.7	16.4	18.8	10.7	3.6	17.0	1,600
Rural	89.0	17.4	46.1	9.6	4.7	13.0	11,568
Region							
Central	92.2	19.0	49.5	9.8	2.8	22.7	4,151
Eastern	86.3	14.1	48.4	9.9	7.3	6.4	3,609
Northern	81.2	14.1	30.0	11.1	4.1	17.8	2,080
Western	90.3	20.3	36.3	8.1	4.1	16.0	3,328
Total	88.4	17.3	42.8	9.6	4.6	13.4	13,168

Figure 3.1 Types of Work Carried Out by Children Age 6-17, by School Attendance Status



UDHS 2000-2001

Table 3.3 presents information about the main type of work done for an employer outside the household in the last week among children who did any work for an employer. More than half of the children working for an employer did domestic work, while 16 percent farmed crops and 13 percent did unskilled manual labour for employers. Gender differences are readily apparent in the types of work done by children: 72 percent of female children did domestic work, compared with 36 percent of male children, while 18 percent of male children and 1 percent of female children reared livestock for employers. Differences by age group are also dramatic: children age 6-12 doing work for employers were more likely than older children to have done domestic work, while older children were more likely to have farmed crops or to have done unskilled domestic labour.

Table 3.3 Type of work carried out by children who are employed

Among de jure children age 6-17 who worked for an employer outside the home, percent distribution by main type of work carried out, according to background characteristics, Uganda DHS 2000-2001

Background characteristic	Type of work									Total	Number of children
	Domes- tic	Crop farming	Live- stock rearing	Fishing	Unskilled manual	Sales/ services	Manufac- turing	Other	Don't know/ Missing		
Age											
6-12	68.4	9.4	11.4	0.7	6.6	0.8	0.0	2.5	0.0	100.0	319
13-18	35.2	22.8	8.1	1.5	19.9	5.2	1.2	6.0	0.1	100.0	283
Sex											
Male	36.2	16.6	18.0	2.1	17.8	3.7	1.1	4.4	0.1	100.0	319
Female	71.5	14.7	0.7	0.0	7.3	1.9	0.0	3.9	0.0	100.0	283
Residence											
Urban	52.0	3.0	1.5	0.0	28.8	5.3	0.6	8.3	0.6	100.0	58
Rural	52.9	17.1	10.7	1.2	11.2	2.6	0.6	3.7	0.0	100.0	545
Region											
Central	33.4	16.7	4.8	1.1	30.7	2.4	2.9	7.7	0.3	100.0	115
Eastern	63.2	9.8	13.8	0.6	5.5	4.2	0.0	2.9	0.0	100.0	264
Northern	66.9	12.2	9.0	3.6	7.5	0.7	0.0	0.0	0.0	100.0	85
Western	40.6	28.4	7.0	0.6	15.2	1.9	0.0	6.3	0.0	100.0	138
Total	52.8	15.7	9.8	1.1	12.8	2.9	0.6	4.2	0.1	100.0	602

Differences by residence are less notable than those by region. As expected, children in rural areas were more likely than those in urban areas to have farmed crops or reared livestock for employers, while children in urban areas were more likely to have done unskilled manual labour. Children in the Northern and Eastern regions were more likely than their counterparts in other regions to have done domestic work for employers, while those in the Western region were far more likely than children elsewhere to have farmed crops. Almost 31 percent of the children in the Central region did unskilled manual work, compared with far smaller percentages in the other regions.

UDES PARENT/GUARDIAN RESPONDENTS' **BACKGROUND CHARACTERISTICS**

4

This chapter presents information on the background characteristics, educational attainment, and literacy of the parents/guardians who responded to the Parent/Guardian Questionnaire and the Eligible Child Questionnaire.

4.1 Background Characteristics

Table 4.1 presents the percent distribution of parents/guardians by sex, age group, place of residence, and region. About 57 percent of the respondents are female. More than half of the parents/guardians are age 25-44, with only 8 percent younger than age 25 and 8 percent over 65 years old. Most of the respondents (89 percent) live in rural areas, and one-third live in the Central region.

Table 4.1 Background characteristics of parent/guardian respondents			
Percent distribution of parents/guardians by background characteristics, Uganda DES 2001			
Background characteristic	Weighted percent	Number of parents/guardians	
		Weighted	Unweighted
Age			
19	0.6	25	30
20-24	7.6	324	359
25-29	15.3	651	656
30-34	16.5	699	719
35-39	14.1	598	621
40-44	11.2	476	480
45-49	9.2	390	388
50-54	7.7	326	301
55-59	4.7	201	191
60-64	5.2	219	200
65+	3.1	133	121
Sex			
Male	43.7	1,857	1,764
Female	56.3	2,389	2,482
Residence			
Urban	11.3	481	1,109
Rural	88.7	3,765	3,137
Region			
Central	33.2	1,409	1,432
Eastern	27.4	1,164	1,086
Northern	15.2	646	637
Western	24.2	1,026	1,091
Total	100.0	4,246	4,246

As with educational attainment, among both male and female respondents, parents/guardians in the Central region have the highest literacy rates. These differences are more pronounced among female parents/guardians, with a literacy rate of 73 percent in the Central region and 26 percent in the Northern region. Among male parents/guardians, literacy rates range from 74 percent in the Eastern region to 87 percent in the Central region.

4.2 Educational Attainment

For each parent/guardian respondent, data were collected on the highest level of education attended and the highest class completed at that level. Tables 4.2.1, 4.2.2, and 4.2.3 present the distribution of parents/guardians according to educational attainment by sex and by other background characteristics.

Three-quarters of the parents/guardians have attended primary school or a higher level of schooling, although there are sizeable differences by gender, with male respondents having higher educational attainment than female respondents. About 15 percent of the male and 34 percent of the female parents/guardians have never attended school (see Table 4.2.1 and 4.2.2). About 39 percent of the male and 26 percent of the female parents/guardians have completed primary schooling or higher. Attendance at the secondary level or higher shows a similar pattern, with 24 percent of male and 16 percent of female respondents having attended school at the secondary or postsecondary levels.¹

Table 4.2.1 Educational attainment of male parent/guardian respondents											
Percent distribution of male parents/guardians by highest level of schooling attended, and mean number of years of schooling, according to background characteristics, Uganda DES 2001											
Background characteristic	Highest level of schooling attended								Total	Number of males	Mean number of years
	No schooling	Some primary	Complete primary ¹	Some secondary	Complete secondary ²	Vo-tech school	More than secondary	Don't know/missing			
Age											
19	*	*	*	*	*	*	*	*	*	7	*
20-24	12.7	35.3	18.9	21.5	6.3	2.7	2.6	0.0	100.0	92	7.4
25-29	4.9	53.9	19.7	14.4	1.0	1.9	4.3	0.0	100.0	229	7.1
30-34	8.4	47.4	15.6	20.4	2.1	0.8	5.2	0.0	100.0	303	7.1
35-39	8.5	43.9	21.1	15.6	2.0	4.1	3.9	1.1	100.0	273	6.9
40-44	14.0	39.0	22.5	16.0	0.7	3.3	4.4	0.0	100.0	226	6.8
45-49	18.8	39.9	18.0	16.1	0.1	2.1	4.9	0.0	100.0	194	6.4
50-54	11.6	46.4	17.4	19.9	0.0	3.0	1.8	0.0	100.0	143	6.4
55-59	18.3	56.5	6.0	14.3	0.0	2.5	2.4	0.0	100.0	112	5.6
60-64	22.1	54.5	4.4	12.6	0.0	4.1	2.3	0.0	100.0	116	5.2
65+	37.7	53.2	0.9	7.4	0.0	0.0	0.8	0.0	100.0	68	4.0
Residence											
Urban	5.1	15.2	10.9	34.4	7.2	13.9	13.0	0.2	100.0	131	10.3
Rural	15.2	48.6	16.2	14.6	0.7	1.5	3.0	0.2	100.0	1,726	6.2
Region											
Central	10.1	44.3	16.5	19.2	1.5	3.6	4.5	0.3	100.0	541	7.1
Eastern	13.2	49.2	12.7	17.8	1.0	1.9	3.9	0.3	100.0	557	6.5
Northern	14.4	43.9	20.8	13.5	0.8	2.1	4.3	0.0	100.0	353	6.4
Western	22.1	46.9	15.0	11.3	1.2	1.6	1.9	0.0	100.0	406	5.6
Total	14.5	46.2	15.8	16.0	1.2	2.4	3.7	0.2	100.0	1,857	6.4
Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases.											
¹ Completed class 7 at the primary level											
² Completed class 6 at the secondary level											

¹ Postsecondary includes vocational-technical training and schooling at the university and college levels.

Table 4.2.2 Educational attainment of female parent/guardian respondents

Percent distribution of female parents/guardians by highest level of schooling attended, and mean number of years of schooling, according to background characteristics, Uganda DES 2001

Background characteristic	Highest level of schooling attended								Total	Number of females	Mean number of years
	No schooling	Some primary	Complete primary ¹	Some secondary	Complete secondary ²	Vo-tech school	More than secondary	Don't know/missing			
Age											
19	*	*	*	*	*	*	*	*	*	18	*
20-24	15.5	51.3	9.7	18.3	1.2	0.7	3.3	0.0	100.0	232	6.0
25-29	20.7	44.2	11.7	19.1	0.4	1.2	2.7	0.0	100.0	423	5.8
30-34	24.0	43.9	13.6	13.5	0.6	1.7	1.9	0.9	100.0	396	5.4
35-39	25.2	44.7	14.2	10.8	0.3	2.4	2.1	0.3	100.0	325	5.1
40-44	32.1	37.9	11.1	15.2	0.0	1.7	1.6	0.4	100.0	250	5.0
45-49	35.5	42.9	8.3	10.2	0.0	0.8	1.8	0.6	100.0	196	4.5
50-54	51.4	33.9	4.2	5.0	0.0	1.9	2.9	0.6	100.0	183	3.4
55-59	65.1	28.6	0.9	4.2	0.0	0.7	0.4	0.0	100.0	89	2.5
60-64	70.1	26.4	0.8	0.0	0.0	1.5	1.3	0.0	100.0	103	2.0
65+	74.3	18.9	4.5	0.0	0.0	0.0	2.3	0.0	100.0	64	2.5
Residence											
Urban	11.4	31.7	15.2	29.7	1.7	5.3	4.8	0.3	100.0	350	7.7
Rural	37.5	42.0	8.8	8.9	0.1	0.7	1.6	0.3	100.0	2,039	4.3
Region											
Central	20.6	40.4	13.0	20.2	0.4	2.6	2.7	0.1	100.0	868	6.1
Eastern	31.1	47.5	9.2	9.7	0.6	0.3	1.7	0.0	100.0	608	4.6
Northern	55.0	34.3	5.0	4.0	0.1	0.2	1.1	0.4	100.0	293	2.9
Western	44.6	36.8	8.0	6.4	0.1	1.2	2.0	0.9	100.0	620	3.9
Total	33.7	40.5	9.7	12.0	0.3	1.4	2.1	0.3	100.0	2,389	4.8

Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases.

¹Completed class 7 at the primary level

²Completed class 6 at the secondary level

The mean years of schooling attained reflects gender and urban-rural gaps in educational attainment: The mean number of years of schooling among male parents/guardians is 6.4, compared with 4.8 among female parents/guardians. There are notable differences in mean years of schooling attained by gender according to urban-rural residence. Female parents/guardians in urban areas have completed an average of 7.7 years of schooling, compared with 4.3 years among female parents/guardians in rural areas. Among male parents/guardians, the gap is even wider, with male respondents in urban areas completing 10.3 years of schooling, compared with 6.2 years among men in rural areas. In addition, younger parents/guardians have completed more years of schooling than older parents/guardians. For example, among those age 20-24, the average years of schooling is 6.4, compared with an average of 3.3 years among those age 65 or older.

There are also sizeable urban-rural and regional differences in educational attainment among parents/guardians (see Table 4.2.3). While 10 percent of parents/guardians in urban areas have never attended school, 27 percent of parents/guardians in rural areas have never attended school. Parents/guardians in the Central region are most likely to have had some schooling, with only 17 percent of parent/guardians never having attended school. In contrast, 36 percent of parents/guardians in the Western region have never attended school.

Table 4.2.3 Educational attainment of parent/guardian respondents

Percent distribution of parents/guardians by highest level of schooling attended, and mean number of years of schooling, according to background characteristics, Uganda DES 2001

Background characteristic	Highest level of schooling attended								Total	Number of parents/guardians	Mean number of years
	No schooling	Some primary	Complete primary ¹	Some secondary	Complete secondary ²	Vo-tech school	More than secondary	Don't know/missing			
Age											
19	(7.0)	(59.4)	(11.7)	(21.9)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	25	(6.6)
20-24	14.7	46.7	12.3	19.2	2.7	1.2	3.1	0.0	100.0	324	6.4
25-29	15.1	47.6	14.5	17.4	0.6	1.5	3.2	0.0	100.0	651	6.3
30-34	17.3	45.4	14.5	16.5	1.2	1.3	3.3	0.5	100.0	699	6.2
35-39	17.6	44.4	17.3	13.0	1.0	3.2	2.9	0.7	100.0	598	6.0
40-44	23.5	38.4	16.5	15.6	0.3	2.4	2.9	0.2	100.0	476	5.8
45-49	27.1	41.4	13.1	13.2	0.1	1.5	3.3	0.3	100.0	390	5.5
50-54	33.9	39.4	10.0	11.6	0.0	2.4	2.4	0.4	100.0	326	4.7
55-59	39.1	44.1	3.8	9.8	0.0	1.7	1.5	0.0	100.0	201	4.2
60-64	44.6	41.3	2.7	6.7	0.0	2.9	1.8	0.0	100.0	219	3.7
65+	55.4	36.6	2.6	3.8	0.0	0.0	1.5	0.0	100.0	133	3.3
Residence											
Urban	9.7	27.2	14.0	31.0	3.2	7.6	7.0	0.3	100.0	481	8.3
Rural	27.3	45.0	12.2	11.5	0.4	1.1	2.3	0.3	100.0	3,765	5.2
Region											
Central	16.6	41.9	14.3	19.9	0.8	3.0	3.4	0.2	100.0	1,409	6.5
Eastern	22.6	48.3	10.9	13.5	0.8	1.1	2.7	0.2	100.0	1,164	5.5
Northern	32.8	39.5	13.6	9.2	0.5	1.2	2.8	0.2	100.0	646	4.8
Western	35.7	40.8	10.8	8.3	0.5	1.4	2.0	0.5	100.0	1,026	4.6
Total	25.3	43.0	12.4	13.7	0.7	1.8	2.8	0.3	100.0	4,246	5.5

Note: Parentheses indicate that a figure is based on fewer than 50 unweighted cases.

¹Completed class 7 at the primary level

²Completed class 6 at the secondary level

4.3 Literacy

Respondents who have attended school beyond the primary level are assumed to be literate; therefore, the survey measures literacy only among respondents who have never attended school or who attended school up to the primary level. Among respondents with primary or no schooling, the level of literacy is based on the parent/guardian respondent's ability to read none, part, or all of a sentence in a language in which he/she is likely to be literate. Parents and guardians were asked to demonstrate literacy by reading from a card with a simple sentence in one of seven languages.² The percent literate (as presented in Table 4.3) includes respondents who could read part or all of a sentence and those who attended postprimary school or higher.

The literacy rate among parent/guardian respondents is 79 percent for males and 56 percent for females (see Table 4.3). By gender, there are notable differences in literacy by residence. While 93 percent of male parents/guardians in urban areas are literate, only 78 percent of male parents/guardians in rural areas are literate. Among female respondents, 82 percent of urban and 51 percent of rural parents/guardians are literate.

² The statements included the following: 1) The woman is fetching water. 2) The men are drinking tea. 3) Today the sun is shining. 4) The boys are fishing on the lake.

Table 4.3 Literacy among parent/guardian respondents								
Percent distribution of male and female parents/guardians by highest level of schooling attended and level of literacy, according to background characteristics, Uganda DES 2001								
Background characteristic	Secondary school or higher	No schooling or primary school				Total	Number of parents/guardians	Percent literate ¹
		Can read a whole sentence	Can read part of a sentence	Cannot read at all	No card with required language			
MALE								
Age								
19	*	*	*	*	*	*	7	*
20-24	33.1	37.6	10.7	18.6	0.0	100.0	92	81.4
25-29	21.5	54.5	7.5	15.6	0.9	100.0	229	84.3
30-34	28.5	44.2	7.9	18.3	1.1	100.0	303	81.5
35-39	25.5	48.3	10.5	14.0	1.6	100.0	273	85.7
40-44	24.4	44.2	9.2	21.0	1.2	100.0	226	78.8
45-49	23.3	44.0	10.2	21.0	1.5	100.0	194	78.7
50-54	24.7	50.9	6.3	17.1	1.0	100.0	143	82.7
55-59	19.2	44.3	10.4	23.2	3.0	100.0	112	76.1
60-64	19.0	38.9	13.7	25.5	2.8	100.0	116	73.7
65+	8.3	42.5	4.4	41.8	3.0	100.0	68	56.9
Residence								
Urban	68.7	21.5	2.7	6.8	0.3	100.0	131	93.2
Rural	19.8	47.3	9.5	21.8	1.6	100.0	1,726	77.9
Region								
Central	28.9	48.8	7.4	13.1	1.7	100.0	541	86.7
Eastern	24.6	38.0	9.9	25.1	2.3	100.0	557	74.3
Northern	20.8	46.2	10.3	21.5	1.2	100.0	353	78.3
Western	16.1	50.6	8.8	24.1	0.5	100.0	406	75.8
Total	23.3	45.5	9.0	20.7	1.5	100.0	1,857	79.0
FEMALE								
Age								
19	*	*	*	*	*	*	18	*
20-24	23.5	29.1	11.7	31.2	4.4	100.0	232	67.3
25-29	23.4	27.3	10.4	36.5	2.5	100.0	423	62.6
30-34	17.6	36.5	9.3	34.5	2.0	100.0	396	64.8
35-39	15.9	35.0	10.4	36.8	1.8	100.0	325	62.5
40-44	18.9	32.1	7.8	39.3	1.9	100.0	250	59.9
45-49	12.9	32.1	9.8	44.3	1.0	100.0	196	55.3
50-54	10.5	25.2	8.9	54.9	0.5	100.0	183	44.9
55-59	5.3	20.8	4.2	69.6	0.0	100.0	89	30.4
60-64	2.8	14.0	6.0	77.1	0.2	100.0	103	22.8
65+	2.3	13.5	5.3	78.9	0.0	100.0	64	21.1
Residence								
Urban	41.7	31.0	7.2	17.7	2.4	100.0	350	81.9
Rural	11.4	29.4	9.4	48.1	1.7	100.0	2,039	51.1
Region								
Central	26.1	37.5	7.8	26.5	2.0	100.0	868	72.9
Eastern	12.2	22.2	9.4	53.8	2.4	100.0	608	44.9
Northern	5.7	13.0	6.9	71.9	2.4	100.0	293	26.3
Western	9.9	33.8	11.4	44.4	0.5	100.0	620	55.3
Total	15.9	29.7	9.0	43.7	1.8	100.0	2,389	55.5
Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases.								
¹ Respondents who had attained secondary school or higher were assumed to be literate. Only those respondents who had completed primary school or less were asked the literacy question. Percent literate includes respondents who have attained secondary school or higher, those who can read a whole sentence, and those who can read part of a sentence, and excludes from the calculation those for whom no card was available with the language required to test literacy.								

4.4 Exposure to Mass Media

In the 2001 UDES, respondents were asked whether they usually read a newspaper at least once a week and how often they watch television and listen to the radio.³ For purposes of planning education and other social initiatives, it is important to have information about which groups of people are more or less likely to be reached by the media.

Results show that the radio is widely listened to: 71 percent of male and 58 percent of female parents/guardians reported listening to the radio at least once a week (see Table 4.4). Less common is reading a newspaper, with only 19 percent of male and 12 percent of female parents/guardians reading a newspaper at least once a week. As might be expected, watching television is uncommon.

The results also show that there is a wide disparity in access to the media between urban and rural areas and between the regions. Residents in the Central region have greater access to mass media than their counterparts in other regions. Parents/guardians in the Northern region are the least likely to have access to newspapers, television, and radio.

³ Only literate respondents were asked about their frequency of newspaper reading.

Table 4.4 Exposure to mass media

Percentage of parents/guardians who usually read a newspaper at least once a week, watch television at least once a week, and listen to the radio at least once a week, by background characteristics, Uganda DES 2001

Background characteristic	Reads a newspaper at least once a week	Watches television at least once a week	Listens to the radio at least once a week	All three media	No media	Number of parents/guardians
MALE						
Age						
19	*	*	*	*	*	7
20-24	32.4	17.1	69.8	12.7	27.6	92
25-29	19.6	6.9	77.5	4.5	22.0	229
30-34	20.6	10.1	73.4	6.9	24.8	303
35-39	23.1	12.9	73.9	6.6	25.2	273
40-44	22.2	7.6	69.5	6.6	30.0	226
45-49	19.0	3.9	67.7	2.7	31.7	194
50-54	17.4	4.4	75.0	3.3	22.1	143
55-59	11.9	6.0	73.3	6.0	26.7	112
60-64	11.7	5.0	65.7	3.8	32.0	116
65+	7.5	1.6	51.1	0.0	47.3	68
Residence						
Urban	66.0	52.0	92.2	42.2	5.0	131
Rural	15.7	4.8	69.0	2.7	29.8	1,726
Region						
Central	30.7	19.6	86.0	14.6	13.0	541
Eastern	18.8	4.5	66.8	2.3	32.0	557
Northern	9.8	2.3	49.9	0.8	47.5	353
Western	13.0	2.8	73.6	1.7	25.8	406
Total	19.3	8.1	70.7	5.5	28.1	1,857
FEMALE						
Age						
19	*	*	*	*	*	18
20-24	12.8	10.6	61.3	5.1	38.6	232
25-29	17.1	14.6	61.1	8.4	38.0	423
30-34	17.0	13.1	64.7	8.1	34.5	396
35-39	14.5	12.2	64.2	5.8	33.7	325
40-44	16.1	11.0	65.5	7.3	31.2	250
45-49	8.7	8.8	56.3	3.0	42.9	196
50-54	5.1	3.8	47.8	1.9	52.1	183
55-59	2.0	4.9	38.9	0.7	60.5	89
60-64	3.7	1.5	45.1	0.0	54.9	103
65+	1.8	3.4	42.7	1.5	57.3	64
Residence						
Urban	40.6	40.7	86.3	25.1	12.3	350
Rural	7.5	4.9	53.1	2.0	45.9	2,039
Region						
Central	20.5	22.6	77.9	12.5	21.4	868
Eastern	10.4	3.6	48.2	1.2	49.6	608
Northern	3.1	0.8	24.4	0.1	75.2	293
Western	7.2	3.5	55.5	2.0	43.7	620
Total	12.4	10.1	58.0	5.4	41.0	2,389

Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases.

UDES CHILDREN'S BACKGROUND CHARACTERISTICS AND SCHOOL ATTENDANCE RATES

5

This chapter presents information on the background characteristics of children age 6-18 included in the 2001 UDES sample. This chapter also presents information about children's school attendance.

5.1 Children's Mobility

The 2000-2001 UDHS collected information about both usual household residents and visitors to the households surveyed. A member of the household is defined as any person who usually lives in the household, while a visitor is someone who is not a member of the household but who slept in the household the night before the UDHS survey interview.

The 2001 UDES, by contrast, collected information about children age 6-18 who were usual household residents at the time of the survey. These eligible children were selected from children who were either usual residents or visitors and were age 5-18 at the time of the 2000-2001 UDHS. This approach was taken to allow for the possibility that a child's residency status (usual household member or household visitor) had changed since or had been recorded incorrectly at the time of the 2000-2001 UDHS.

Table 5.1 presents information about children's residency status at the time of both the 2000-2001 UDHS and the 2001 UDES. The table focuses on whether children's residency status changed from the time the household was surveyed for the UDHS (between September 2000 and March 2001) and the time the household was surveyed for the UDES (between April and July 2001). Table 5.1 suggests the degree of mobility among children of primary and secondary school age and provides information about the reason children are not currently usual household members. In some cases, children were not usual household residents at the time of the 2000-2001 UDHS, while in other cases children who were usual residents moved to a new household in Uganda, moved abroad, or died.

Few children (about 5 percent) who were usual residents at the time of the 2000-2001 UDHS were not usual household residents at the time of the 2001 UDES. The majority of the children who were no longer usual household residents at the time of the 2001 UDES had moved to a new household, while few had moved abroad or had died. Differences in change of residency status by age group, sex, urban-rural residence, and region are relatively small.

About half of the children who were recorded as visitors at the time of the 2000-2001 UDHS were said to be usual household residents at the time of the 2001 UDES. Nearly 28 percent of the children who were visitors at the time of the UDHS were never usual residents of the household, while 20 percent had moved to a new household.¹

¹ The 2001 UDES collected data only on children who were usual members of the household at the time the household was visited, so from this point forward, information presented from the 2001 UDES excludes children who were not usual residents of the household at the time of the survey.

Table 5.1 Children's mobility

Percent distribution of de jure and de facto children age 6-18 by UDES household member status, according to UDHS household member status and background characteristics, Uganda DHS 2000 and Uganda DES 2001

Household member status and background characteristics, Uganda DHS 2000 and Uganda DHS 2001							
Background characteristic	UDES household member status						Number of children
	Usual household member	Not usual household member				Total	
		Moved to a new household	Lives abroad	Never usual resident	Dead		
USUAL MEMBER AT TIME OF UDHS							
Age							
6-12	95.9	3.3	0.1	0.7	0.1	100.0	7,310
13-18	92.7	6.4	0.1	0.7	0.1	100.0	3,930
Sex							
Male	95.1	4.2	0.1	0.5	0.1	100.0	5,840
Female	94.4	4.5	0.0	0.9	0.1	100.0	5,394
Residence							
Urban	92.3	6.3	0.3	1.1	0.1	100.0	1,278
Rural	95.1	4.1	0.0	0.7	0.1	100.0	9,962
Region							
Central	94.3	4.8	0.1	0.8	0.1	100.0	3,945
Eastern	93.9	5.2	0.1	0.8	0.0	100.0	3,004
Northern	93.5	4.9	0.0	1.5	0.1	100.0	1,659
Western	97.4	2.3	0.0	0.1	0.2	100.0	2,632
Total	94.8	4.3	0.1	0.7	0.1	100.0	11,240
VISITOR AT TIME OF UDHS							
Age							
6-12	50.5	19.8	0.9	28.8	0.0	100.0	125
13-18	53.8	19.5	0.0	26.7	0.0	100.0	127
Sex							
Male	45.4	22.6	0.9	31.1	0.0	100.0	127
Female	59.1	16.6	0.0	24.3	0.0	100.0	124
Residence							
Urban	48.8	24.3	0.0	27.0	0.0	100.0	38
Rural	52.8	18.8	0.5	27.9	0.0	100.0	214
Region							
Central	50.7	21.7	0.0	27.6	0.0	100.0	125
Eastern	51.0	14.3	0.0	34.7	0.0	100.0	61
Northern	(41.3)	(30.0)	(0.0)	(28.7)	(0.0)	100.0	30
Western	(68.8)	(12.8)	(3.2)	(15.2)	(0.0)	100.0	35
Total	52.2	19.7	0.4	27.7	0.0	100.0	252
Note: Parentheses indicate that a figure is based on fewer than 50 unweighted cases.							

Note: Parentheses indicate that a figure is based on fewer than 50 unweighted cases.

5.2 Background Characteristics of Children

Table 5.2 provides information about the age, sex, residence, and region of the 6- to 18-year-old children in the 2001 UDES sample. About half of the children are male, and the majority (64 percent) are age 6-12. About 89 percent of the children live in rural areas, and more than one-third of the children live in the Central region.

Table 5.2 Background characteristics of children			
Percent distribution of de jure children age 6-18 by selected background characteristics, Uganda DES 2001			
Background characteristic	Weighted percent	Number of children	
		Weighted	Unweighted
Age			
6-12	64.3	6,967	6,867
13-18	35.7	3,864	3,955
Sex			
Male	51.1	5,540	5,463
Female	48.9	5,291	5,359
Residence			
Urban	11.1	1,204	2,813
Rural	88.9	9,627	8,009
Region			
Central	35.2	3,812	3,839
Eastern	26.7	2,890	2,669
Northern	14.2	1,539	1,577
Western	23.9	2,590	2,737
Total	100.0	10,831	10,822

5.3 Children's Eating Patterns

Children's nutrition is an important education issue. Children who are malnourished may be less likely to attend school, and those who do attend school may be more likely to be absent frequently, to have difficulty concentrating on learning activities, and to have other problems. The 2001 UDES collected information about the meals eaten by school-age children on the day before the household was surveyed, and the results are presented in Table 5.3, according to children's schooling status (day pupils or non-pupils) and their background characteristics.²

Overall, children are more likely to eat lunch than breakfast (90 percent compared with 79 percent). Results for children attending day school and children not attending school are largely similar. There is also little difference in the incidence of eating breakfast and lunch by gender. Similarly, the differences in the mean number of meals and snacks eaten by children are minimal, with children eating about 3.4 meals per day. The exception to this pattern is by region, with children in the Northern region eating about 2.7 meals, compared with 3.8 meals in the Central region.

² Questions about food consumption on the day before the household was surveyed were asked only for non-pupils and for pupils attending day schools. Children attending boarding schools were excluded because the parents/guardians were unlikely to be able to answer questions about these children's food consumption.

Table 5.3 Children's food consumption on the day before the interview										
Percent distribution of day pupils and non-pupils age 6-18 by consumption of breakfast and lunch on the day before the interview, and mean number of meals and snacks eaten that day, according to background characteristics, Uganda DES 2001										
Background characteristic	Breakfast			Total	Lunch			Total	Number of children	Mean number of meals and snacks
	Ate	Did not eat	Don't know/missing		Ate	Did not eat	Don't know/missing			
DAY PUPILS										
Age										
6-12	81.2	17.5	1.2	100.0	91.8	6.8	1.4	100.0	6,260	3.5
13-18	76.1	22.0	1.9	100.0	87.5	10.5	2.0	100.0	2,716	3.2
Sex										
Male	78.7	20.2	1.1	100.0	90.4	8.4	1.2	100.0	4,625	3.4
Female	80.7	17.5	1.8	100.0	90.5	7.5	2.0	100.0	4,351	3.4
Residence										
Urban	85.3	12.4	2.3	100.0	94.5	3.1	2.4	100.0	889	3.7
Rural	79.1	19.6	1.3	100.0	90.0	8.5	1.5	100.0	8,087	3.4
Region										
Central	92.6	5.9	1.5	100.0	93.0	5.4	1.5	100.0	3,026	3.9
Eastern	73.9	25.2	1.0	100.0	90.9	7.9	1.2	100.0	2,594	3.4
Northern	60.3	36.7	3.0	100.0	74.3	22.7	3.0	100.0	1,198	2.7
Western	79.3	19.7	1.0	100.0	95.4	3.4	1.3	100.0	2,158	3.1
Total	79.7	18.9	1.4	100.0	90.5	7.9	1.6	100.0	8,976	3.4
NON-PUPILS										
Age										
6-12	81.1	17.2	1.7	100.0	90.4	7.9	1.7	100.0	613	3.4
13-18	74.0	21.0	5.0	100.0	88.7	6.2	5.2	100.0	789	3.3
Sex										
Male	76.4	20.2	3.4	100.0	88.4	8.0	3.6	100.0	709	3.5
Female	77.8	18.5	3.7	100.0	90.5	5.8	3.7	100.0	693	3.2
Residence										
Urban	84.3	11.9	3.8	100.0	90.5	5.7	3.8	100.0	143	3.4
Rural	76.3	20.2	3.5	100.0	89.3	7.1	3.6	100.0	1,259	3.3
Region										
Central	86.6	10.4	3.1	100.0	92.7	4.3	3.1	100.0	534	3.7
Eastern	75.2	19.8	5.1	100.0	92.7	2.2	5.1	100.0	227	3.9
Northern	60.8	33.5	5.7	100.0	72.0	22.3	5.7	100.0	290	2.6
Western	77.4	21.0	1.6	100.0	96.9	1.2	1.9	100.0	350	3.0
Total	77.1	19.3	3.6	100.0	89.4	6.9	3.6	100.0	1,402	3.3
ALL CHILDREN RESIDING WITH PARENTS/GUARDIANS										
Age										
6-12	81.2	17.5	1.3	100.0	91.6	6.9	1.4	100.0	6,873	3.5
13-18	75.6	21.8	2.6	100.0	87.8	9.5	2.7	100.0	3,505	3.2
Sex										
Male	78.4	20.2	1.4	100.0	90.2	8.3	1.5	100.0	5,334	3.4
Female	80.3	17.6	2.1	100.0	90.5	7.3	2.2	100.0	5,044	3.4
Residence										
Urban	85.1	12.4	2.5	100.0	93.9	3.5	2.6	100.0	1,032	3.7
Rural	78.7	19.7	1.6	100.0	89.9	8.3	1.8	100.0	9,346	3.4
Region										
Central	91.7	6.6	1.7	100.0	93.0	5.3	1.8	100.0	3,560	3.8
Eastern	74.0	24.7	1.3	100.0	91.1	7.4	1.5	100.0	2,822	3.5
Northern	60.4	36.0	3.5	100.0	73.8	22.6	3.5	100.0	1,489	2.7
Western	79.0	19.9	1.1	100.0	95.6	3.1	1.3	100.0	2,508	3.1
Total	79.3	18.9	1.7	100.0	90.3	7.8	1.9	100.0	10,378	3.4

Generally, children age 13-18 are less likely than children age 6-12 to have eaten breakfast or lunch, although it must be pointed out that information on meals eaten is missing for higher percentages of older children than younger children, particularly for non-pupils. The information parents/guardians are able to provide on older children is less complete than it is for younger children, possibly because older children are more likely than younger children to be away from home at mealtimes or to fix food for themselves during the day.

5.4 Primary Net Attendance Ratios

The 2001 UDES collected information about school attendance in the 2001 school year among children age 6-18. This information is used below to calculate the primary school net attendance ratios (NARs).³ The UDES measures of children's participation in schooling differ both methodologically and substantively from those generally used by ministries of education and internationally in education statistics. The Uganda Ministry of Education and Sports collects data from school enrollment records, and uses population estimates to produce figures on children's school enrollment. The UDES, on the other hand, measures children's participation in schooling using data on school attendance, collected from a representative sample of households. Attendance ratios indicate the percentage of children who generally attend school, based on the question: "Is [name] currently attending school?" and on a question about the level and class attended.⁴

Table 5.4 presents primary school net attendance ratios by background characteristics, including sex, residence, region, and the household asset index.⁵ The net attendance ratio indicates participation in schooling among those of official primary school age (6-12).

Most primary-school-age children (87 percent of children age 6-12) attend primary school. There is virtually no difference in the NAR by sex or by urban-rural residence, but regional differences remain. The NAR in the Eastern region is highest, at 94 percent, followed by the other regions, with NARs ranging from 82 to 86 percent (see Figure 5.1).

³ As discussed in Chapter 1, the 2001 UDES excluded from the sample children age 6-18 who lived in a household headed by someone under age 19. The UDES also excluded individual children who did not live with a parent/guardian. As a result, 8 percent of children age 13-18 were excluded on this basis. Therefore, the secondary net attendance ratios are not presented.

⁴ The term "currently attending" refers to whether the child generally attends school. If a child goes to school occasionally, or usually goes to school but has been absent from school recently, the child is currently attending school. In summary, "currently attending" does not measure how *often* a child actually attends school, but whether he/she attends school at all.

⁵ The asset index measures socioeconomic status in terms of assets or wealth, rather than in terms of income or consumption. See the discussion in Chapter 1 for further elaboration.

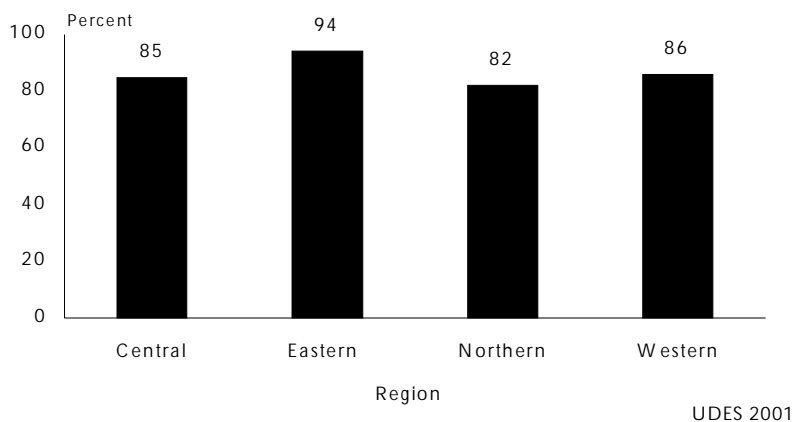
Table 5.4 Primary school net attendance ratios

Net attendance ratios (NAR) for the de jure household population age 6-12, according to background characteristics, Uganda DES 2001

Background characteristic	NAR			Number of children
	Male	Female	Total	
Residence				
Urban	89.4	88.5	88.9	687
Rural	87.1	86.8	86.9	6,281
Region				
Central	83.6	85.7	84.7	2,366
Eastern	94.3	93.0	93.6	1,921
Northern	84.1	80.6	82.4	995
Western	86.5	85.3	85.9	1,685
Asset Index				
Lowest quintile	82.4	79.4	80.9	1,305
Second quintile	89.0	87.0	88.0	1,341
Middle quintile	87.3	86.9	87.1	1,442
Fourth quintile	88.8	89.5	89.1	1,537
Highest quintile	88.8	90.9	89.9	1,341
Mother's education¹				
No schooling	83.8	81.2	82.6	1,512
Primary	87.7	87.5	87.6	2,863
Secondary or higher	92.4	91.6	92.0	529
Mother not in household	88.2	88.8	88.5	1,992
Father's education¹				
No schooling	81.9	78.8	80.6	513
Primary	86.9	86.7	86.8	2,614
Secondary or higher	91.9	90.3	91.1	1,087
Father not in household	87.0	86.9	86.9	2,632
Total	87.3	86.9	87.1	6,967

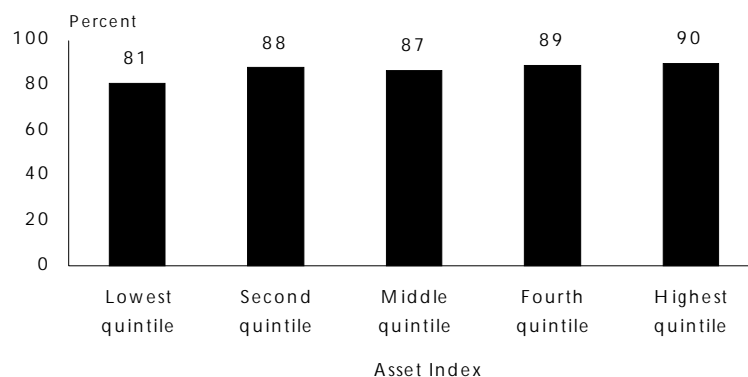
¹ Almost 29 percent of children did not live in the same household as their mother, while 38 percent did not live in the same household as their father. In addition, data were missing on educational attainment for 71 children's mothers and 121 children's fathers.

Figure 5.1 Primary Net Attendance Ratio, by Region



The poorest children age 6-12 are less likely than wealthier children to attend primary school: Whereas 81 percent of the children in the lowest wealth quintile attend school, between 87 and 90 percent of children in the second through the highest quintiles attend school. Even though about eight in ten children from the poorest segment of the population attend primary school, their access to schooling is more limited than it is for wealthier children. Interestingly though, among children in the remaining wealth quintiles, there is little difference in the NAR (see Figure 5.2).

Figure 5.2 Primary Net Attendance Ratio, by Wealth



UDES 2001

For children under the age of 18 who are living with their mother and father, the 2000-2001 UDHS provides information about parents' educational attainment, which can be linked to the UDES data. If a child did not live with his/her mother at the time of the survey, no data are available on his/her mother's educational attainment. As a consequence, the discussion of children's school attendance relative to parents' attainment combines the effects of living with that parent and that parent's educational attainment.⁶ With that caveat, the higher the educational attainment of a child's mother and father, the more likely a child is to attend school. Whereas the NAR among children age 6-12 whose mothers have never attended school is 83 percent, the NAR among children whose mothers attended secondary school or higher is 92 percent. A similar pattern is obtained according to the child's father's educational attainment, with the NAR at 81 percent among children whose fathers have never attended school and 91 among those whose fathers attended secondary schooling or a higher level.

⁶ Almost 29 percent of children did not live in the same household as their mother, while 38 percent did not live in the same household as their father. In addition, data were missing on the educational attainment for 71 children's mothers and 121 children's fathers.

5.5 Age-specific Schooling Status

Tables 5.5.1, 5.5.2, and 5.5.3 present information on the schooling status of children age 6-12, by age. Children either have never attended school, have dropped out of school, or currently attend school at the pre-primary, primary, or secondary level.

The overwhelming majority of school-age children either currently attend or have attended school: Only 6 percent of children have never attended school (see Table 5.5.1). The percentage of children who have never attended school is highest at age 6 (20 percent) and drops to between 1 and 3 percent among children age 8-12, suggesting that while children may not necessarily start attending primary school by the age of 6, they are very likely to attend school at some point.

Table 5.5.1 Age-specific schooling status among UDES male children age 6-12								
Percent distribution of male children age 6-12 by schooling status, according to background characteristics, Uganda DES 2001								
	Not attending		Attending					
	Never attended	Dropped out	Pre-primary	Primary	Secondary	DK/ Missing	Total	Number of male children
Age								
6	21.3	1.5	13.2	63.6	0.0	0.4	100.0	586
7	9.1	2.4	6.8	81.3	0.0	0.4	100.0	556
8	3.1	1.9	1.9	92.6	0.0	0.5	100.0	529
9	1.0	1.2	0.2	97.5	0.0	0.1	100.0	428
10	3.2	2.6	0.6	93.2	0.0	0.4	100.0	540
11	2.0	1.9	0.0	96.1	0.0	0.0	100.0	382
12	0.3	4.0	0.5	94.0	0.7	0.6	100.0	519
Residence								
Urban	1.6	2.3	6.2	89.4	0.3	0.1	100.0	333
Rural	6.8	2.2	3.5	87.1	0.1	0.4	100.0	3,206
Region								
Central	4.1	3.8	7.8	83.6	0.2	0.6	100.0	1,182
Eastern	4.0	0.9	0.6	94.3	0.0	0.3	100.0	965
Northern	14.2	1.2	0.5	84.1	0.0	0.0	100.0	520
Western	7.0	2.3	3.7	86.5	0.1	0.4	100.0	872
Total	6.3	2.3	3.7	87.3	0.1	0.4	100.0	3,539

Among 6-year-olds, primary school attendance is more common than pre-primary school attendance (63 versus 14 percent). Beyond the age of 7 (at which 6 percent of children attend pre-primary school), pre-primary school attendance declines sharply, as might be expected. Male and female children are roughly equally likely to have never attended school or to have dropped out of school (see Tables 5.5.2 and 5.5.3).

Table 5.5.2 Age-specific schooling status among UDES female children age 6-12								
Percent distribution of female children age 6-12 by schooling status, according to background characteristics, Uganda DES 2001								
	Not attending		Attending			DK/ Missing	Total	Number of female children
	Never attended	Dropped out	Pre-primary	Primary	Secondary			
Age								
6	18.8	2.7	15.4	63.1	0.0	0.0	100.0	520
7	11.0	2.6	5.3	80.9	0.0	0.2	100.0	526
8	3.7	2.3	1.5	91.9	0.0	0.6	100.0	555
9	3.4	2.7	0.9	92.7	0.0	0.3	100.0	455
10	2.5	2.2	0.4	94.8	0.0	0.0	100.0	561
11	0.4	1.2	0.0	98.1	0.0	0.2	100.0	334
12	2.1	5.2	0.0	91.3	1.2	0.2	100.0	477
Residence								
Urban	2.0	3.3	5.4	88.5	0.7	0.1	100.0	353
Rural	6.8	2.7	3.4	86.8	0.1	0.2	100.0	3,075
Region								
Central	3.9	3.0	7.2	85.7	0.3	0.0	100.0	1,184
Eastern	4.3	1.8	0.4	93.0	0.0	0.5	100.0	956
Northern	14.2	3.6	1.2	80.6	0.0	0.3	100.0	475
Western	7.8	3.0	3.5	85.3	0.2	0.1	100.0	813
Total	6.3	2.7	3.6	86.9	0.2	0.2	100.0	3,428

Table 5.5.3 Age-specific schooling status among UDES children age 6-12								
Percent distribution of children age 6-12 by schooling status, according to background characteristics, Uganda DES 2001								
	Not attending		Attending			DK/ Missing	Total	Number of children
	Never attended	Dropped out	Pre-primary	Primary	Secondary			
Age								
6	20.1	2.0	14.3	63.4	0.0	0.2	100.0	1,106
7	10.0	2.5	6.1	81.1	0.0	0.3	100.0	1,082
8	3.4	2.1	1.7	92.2	0.0	0.6	100.0	1,084
9	2.2	2.0	0.6	95.0	0.0	0.2	100.0	883
10	2.9	2.4	0.5	94.0	0.0	0.2	100.0	1,101
11	1.3	1.6	0.0	97.1	0.0	0.1	100.0	715
12	1.1	4.6	0.2	92.7	0.9	0.4	100.0	996
Residence								
Urban	1.8	2.8	5.8	88.9	0.5	0.1	100.0	687
Rural	6.8	2.5	3.4	86.9	0.1	0.3	100.0	6,281
Region								
Central	4.0	3.4	7.5	84.7	0.3	0.3	100.0	2,366
Eastern	4.1	1.3	0.5	93.6	0.0	0.4	100.0	1,921
Northern	14.2	2.4	0.9	82.4	0.0	0.1	100.0	995
Western	7.4	2.7	3.6	85.9	0.2	0.3	100.0	1,685
Total	6.3	2.5	3.7	87.1	0.1	0.3	100.0	6,967

HOUSEHOLD PROXIMITY TO SCHOOLS AND SCHOOL SELECTION

6

This chapter presents information about the distance and walking time from children's households to the nearest primary and secondary school and about the types of schools children attend (government-aided, community, private non-religious, and private religious).

6.1 Household Proximity to Schools

Primary Schools

Information about the walking time and distance to the nearest primary school is useful as an indicator of children's access to schooling. As shown in Chapter 7, the distance to school partly explains why many children have never attended school, particularly among children who are 6 or 7 years old. Children from households that are far from school in terms of distance and/or walking time may be less likely than other children to enrol in school at the target age of 6 years.

Table 6.1 shows the percent distribution of children age 6-18 by walking time, in minutes, to the nearest primary school, by children's background characteristics. These data, as well as those presented for distance to the nearest secondary school, are based on a question, asked of children's parents/guardians, about how long it would take the parent/guardian to walk to the nearest primary school. It is important to note that this school is not necessarily a school attended by one or more children in the household. Because the intent of the question is to measure access to and remoteness from the closest school, rather than the variation in walking time for each child within the household, the question asked for the best estimate of time required for an adult to walk the distance.

Table 6.1 Walking time to nearest primary school

Percent distribution of children age 6-18 by walking time (in minutes) to the nearest primary school, according to background characteristics, Uganda DES 2001

Background characteristic	Minutes to nearest primary school					Total	Number of children	Mean walking time (in minutes)
	0-19	20-39	40-59	60+	Missing			
Residence								
Urban	74.2	22.0	1.2	2.5	0.2	100.0	1,204	14
Rural	31.8	34.8	8.9	24.3	0.2	100.0	9,627	35
Region								
Central	45.0	29.1	8.0	17.7	0.2	100.0	3,812	29
Eastern	37.7	39.5	6.6	15.9	0.3	100.0	2,890	28
Northern	26.3	28.5	12.4	32.2	0.7	100.0	1,539	40
Western	28.7	35.8	7.0	28.5	0.0	100.0	2,590	40.
Total	36.5	33.4	8.0	21.9	0.2	100.0	10,831	33

As illustrated in Table 6.1, in terms of walking time to the nearest primary school, children in urban areas are closer to school than children in rural areas: While 74 percent of children in urban areas live within 19 minutes or less of the nearest school, only 32 percent of rural children live within 19 minutes of the nearest school. Only 3 percent of children in urban areas are more than one hour's walk from the closest primary school, compared with 24 percent of children in rural areas. The mean walking time from the household to the closest primary school is 14 minutes among children in urban areas and 35 minutes among children in rural areas (see Figure 6.1). There are also notable regional differences, with households in the Eastern and Central regions being closer to the nearest school than households in the Northern and Western regions.

Table 6.2 shows the percent distribution of children by the distance, in kilometres, to the nearest primary school, by children's background characteristics. The findings are largely consistent with those in Table 6.1. Children in urban areas live closer to the nearest primary school than children in rural areas (0.2 kilometres in urban areas compared with 1.2 kilometres in rural areas).

In the Central and Eastern regions, children face shorter distances to the nearest primary school than in the Northern and Western regions. About 57 percent of children in the Central region are less than 1 kilometre from a primary school, compared with only 35 percent in the Northern region.

Table 6.2 Distance to nearest primary school									
Percent distribution of children age 6-18 by distance (in kilometres) to the nearest primary school, according to background characteristics, Uganda DES 2001									
Background characteristic	Kilometres to nearest primary school						Total	Number of children	Mean distance
	< 1	1-2	3-4	5-6	>6	Missing			
Residence									
Urban	84.3	14.2	1.3	0.0	0.0	0.2	100.0	1,204	0.2
Rural	43.6	40.1	11.3	3.2	1.4	0.4	100.0	9,627	1.2
Region									
Central	56.8	29.2	9.7	2.8	1.3	0.2	100.0	3,812	1.0
Eastern	47.7	44.1	6.9	0.9	0.1	0.3	100.0	2,890	0.8
Northern	35.3	42.4	15.1	5.3	0.9	1.0	100.0	1,539	1.5
Western	43.6	38.5	11.6	3.4	2.7	0.3	100.0	2,590	1.4
Total	48.1	37.3	10.2	2.8	1.2	0.4	100.0	10,831	1.1

Secondary Schools

The 2001 UDES also collected information about the walking time and distance to the nearest secondary school. As was the case with primary schools, the walking time and distance to the nearest secondary school are used to indicate children's remoteness from the nearest secondary school.

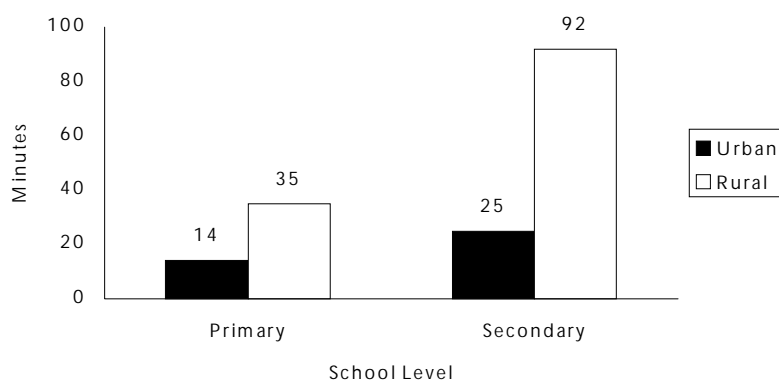
Table 6.3 presents results for the estimated time (in minutes) needed to walk to the nearest secondary school. Urban-rural differentials are more pronounced for access to secondary schools than access to primary schools: More than 60 percent of children in urban areas are located within 19 minutes' walk of a secondary school, compared with only 12 percent of children in rural areas. The mean walking time to the nearest secondary school is 25 minutes for children in urban areas and more than 90 minutes for children in rural areas (see Figure 6.1). Mean walking times to the nearest secondary school vary enormously by region, with children in the Central region having the shortest and those in the Northern and Western regions having the longest walking times.

Table 6.3 Walking time to nearest secondary school

Percent distribution of children age 6-18 by walking time (in minutes) to the nearest secondary school, according to background characteristics, Uganda DES 2001

Background characteristic	Minutes to nearest secondary school					Total	Number of children	Mean walking time
	0-19	20-39	40-59	60+	Missing			
Residence								
Urban	60.6	20.7	4.7	13.8	0.2	100.0	1,204	25.3
Rural	12.3	14.0	4.1	69.2	0.4	100.0	9,627	92.4
Region								
Central	27.7	18.8	5.2	48.1	0.2	100.0	3,812	62.3
Eastern	16.0	15.8	3.9	64.0	0.3	100.0	2,890	77.3
Northern	9.0	7.7	3.1	78.7	1.5	100.0	1,539	118.0
Western	9.7	11.9	3.7	74.6	0.1	100.0	2,590	107.1
Total	17.6	14.8	4.2	63.0	0.4	100.0	10,831	84.9

Figure 6.1 Mean Walking Time (Minutes) to Nearest Primary and Secondary Schools, by Residence



UDES 2001

Distances to the nearest secondary school are presented in Table 6.4. On average, the distance from children's households to the nearest secondary school is 3.8 kilometres, compared with a distance of 1.1 kilometres to the nearest primary school (see Table 6.2). Children in urban areas are closer than those in rural areas to the nearest secondary school (1 kilometre versus 4.2 kilometres), which is consistent with the findings on walking time. Regional differences in the distance to the nearest secondary school are similar to those found at the primary level, with mean distances being shortest in the Central region and longest in the Northern region.

Table 6.4 Distance to nearest secondary school

Percent distribution of children by distance (in kilometres) to the nearest secondary school, according to background characteristics, Uganda DES 2001

Background characteristic	Kilometres to nearest secondary school						Total	Number of children	Mean distance
	< 1	1-2	3-4	5-6	>6	Missing			
Residence									
Urban	74.2	21.7	3.4	0.4	0.0	0.3	100.0	1,204	0.7
Rural	31.7	35.0	15.3	8.9	8.2	0.8	100.0	9,627	4.2
Region									
Central	46.2	29.8	12.5	6.8	4.4	0.3	100.0	3,812	2.8
Eastern	34.5	39.2	13.9	6.6	5.3	0.5	100.0	2,890	3.6
Northern	24.5	31.6	16.4	10.8	13.6	3.1	100.0	1,539	5.7
Western	31.5	33.9	14.8	9.3	10.2	0.5	100.0	2,590	4.6
Total	36.5	33.6	14.0	7.9	7.3	0.8	100.0	10,831	3.8

6.2 School Type

The 2001 UDES collected information about what types of schools primary school pupils and secondary school students attend and about whether these children board at school or are day students. Schools are classified as government-aided, community, private non-religious, and private religious. Government schools receive government assistance and funding, so any school receiving government support for teacher salaries or for other costs is a government-aided school. Community schools are financed and operated by the community, with or without outside assistance from non-government sources. A private school is one that does not receive government assistance and is run privately. A private religious school is owned and operated by a religious group and is not assisted by the government. A school founded many years ago by a religious group, but now assisted by the government, is classified as a government-assisted school, not a private religious school.

The government is the major provider of primary schooling, with 92 percent of primary school pupils attending government-aided schools (see Table 6.5). As of 2000, 70 percent of the primary schools in Uganda were government aided, so it is to be expected that the majority of pupils at this level attend government schools.¹ Of the remaining pupils, about 5 percent attend private non-religious schools, 2 percent attend private religious schools, and less than 1 percent attend community schools.

At the primary level, the role of the private sector is more pronounced in urban areas than in rural areas, with about 27 percent and 3 percent of primary school pupils attending private non-religious schools, and 8 percent and 2 percent attending private religious schools, respectively. A similar pattern is found in the Central region, where higher proportions of pupils attend both non-religious and religious private schools than in the other regions.

¹ 2000 Statistical Abstract

Table 6.5 Type of primary school

Percent distribution of primary school pupils by type of school attended, according to background characteristics, Uganda DES 2001

LES 2007

Background characteristic	Gov't. aided or public	Non-public					Total	Number of pupils
		Community	Private non-religious	Private religious	Other	Don't know/missing		
Sex								
Male	92.6	0.2	4.6	1.9	0.2	0.6	100.0	3,884
Female	91.7	0.1	5.1	2.7	0.1	0.4	100.0	3,619
Residence								
Urban	64.7	0.1	26.6	7.9	0.0	0.6	100.0	611
Rural	94.6	0.2	2.9	1.8	0.2	0.5	100.0	6,892
Region								
Central	78.6	0.4	14.3	5.4	0.4	1.0	100.0	2,120
Eastern	96.9	0.0	1.5	1.2	0.1	0.3	100.0	2,296
Northern	97.4	0.3	0.1	1.3	0.0	0.8	100.0	1,175
Western	98.2	0.0	1.1	0.7	0.0	0.1	100.0	1,912
Total	92.1	0.1	4.8	2.3	0.1	0.5	100.0	7,503

At the secondary level, a considerably smaller percentage of students (58 percent) attends government-aided schools than at the primary level (see Table 6.6). Moreover, about 28 percent of secondary school students attend private non-religious schools and 11 percent attend private religious schools. These findings are not surprising considering only 26 percent of the secondary schools in Uganda are government aided; yet, on average, more than three times as many students attend government-aided schools as attend non-public schools.²

Table 6.6 Type of secondary school

Percent distribution of secondary school students by type of school attended, according to background characteristics, Uganda DES 2001

Uganda DES 2001							
Background characteristic	Gov't. aided or public	Non-public				Total	Number of pupils
		Community	Private non-religious	Private religious	Don't know/missing		
Sex							
Male	57.4	0.4	28.6	11.7	1.8	100.0	258
Female	59.1	0.8	26.9	11.0	2.2	100.0	311
Residence							
Urban	45.1	0.0	38.3	13.7	2.9	100.0	179
Rural	64.4	1.0	22.8	10.2	1.6	100.0	391
Region							
Central	47.4	0.0	32.6	17.4	2.6	100.0	300
Eastern	61.2	2.2	29.6	5.5	1.5	100.0	132
Northern	81.3	0.0	11.0	2.7	5.0	100.0	37
Western	78.6	0.9	16.6	3.9	0.0	100.0	101
Total	58.3	0.7	27.7	11.3	2.0	100.0	570

² On average, public primary schools have 663 pupils per school, compared with 338 pupils per private primary school. Similarly, public secondary schools have about 340 students per school, compared with less than 100 in non-public schools.

Table 6.7 shows that virtually all (99 percent) of the primary school pupils attending public schools are day pupils. By contrast, 11 percent of primary school pupils attending non-public schools (including community schools and both religious and non-religious private schools) board at school. The percentage of boarders is marginally larger in urban areas than in rural areas, and there are no gender differences in attendance at day or boarding schools.

Table 6.7 Day pupils and boarders at primary school					
Percent distribution of primary school pupils by status as day pupils or boarders, by type of school attended, according to background characteristics, Uganda DES 2001					
Background characteristic	Pupil status			Total	Number of pupils
	Day pupil	Boarder	Don't know/missing		
PUBLIC SCHOOL PUPILS					
Sex					
Male	99.2	0.8	0.0	100.0	3,602
Female	98.8	1.1	0.1	100.0	3,325
Residence					
Urban	95.5	4.4	0.1	100.0	394
Rural	99.2	0.8	0.0	100.0	6,533
Region					
Central	98.1	1.9	0.0	100.0	1,666
Eastern	99.4	0.6	0.0	100.0	2,231
Northern	98.9	0.9	0.3	100.0	1,144
Western	99.4	0.6	0.0	100.0	1,886
Total	99.0	1.0	0.1	100.0	6,927
NON-PUBLIC SCHOOL PUPILS					
Sex					
Male	90.5	9.5	0.0	100.0	266
Female	88.7	11.3	0.0	100.0	286
Residence					
Urban	86.0	14.0	0.0	100.0	211
Rural	91.7	8.3	0.0	100.0	341
Region					
Central	89.1	10.9	0.0	100.0	434
Eastern	89.7	10.3	0.0	100.0	64
Northern	(87.5)	(12.5)	(0.0)	100.0	21
Western	96.4	3.6	0.0	100.0	33
Total	89.5	10.5	0.0	100.0	552
Total	98.3	1.7	0.0	100.0	7,479
Note: Parentheses indicate that a figure is based on fewer than 50 unweighted cases.					

As shown in Table 6.8, at the secondary level, 61 percent of students in both public and non-public schools are day pupils. Students from urban areas are more likely than those from rural areas to attend boarding schools.

Table 6.8 Day students and boarders at secondary school					
Percent distribution of secondary school students by status as day students or boarders, by type of school attended, according to background characteristics, Uganda DES 2001					
Background characteristic	Student status			Total	Number of students
	Day student	Boarder	Don't know/missing		
PUBLIC SCHOOL STUDENTS					
Sex					
Male	59.2	39.7	1.1	100.0	149
Female	61.9	38.1	0.0	100.0	186
Residence					
Urban	48.9	50.6	0.5	100.0	83
Rural	64.6	35.0	0.5	100.0	252
Region					
Central	66.6	33.4	0.0	100.0	142
Eastern	71.8	28.0	0.2	100.0	82
Northern	(20.3)	(75.1)	(4.6)	100.0	31
Western	54.6	45.4	0.0	100.0	80
Total	60.7	38.8	0.5	100.0	335
NON-PUBLIC SCHOOL STUDENTS					
Sex					
Male	67.5	32.1	0.4	100.0	107
Female	55.2	44.2	0.6	100.0	121
Residence					
Urban	52.6	46.1	1.2	100.0	93
Rural	66.7	33.3	0.0	100.0	134
Region					
Central	54.6	45.2	0.2	100.0	151
Eastern	81.1	17.2	1.7	100.0	50
Northern	*	*	*	*	5
Western	(66.3)	(33.7)	(0.0)	(100.0)	22
Total	61.0	38.5	0.5	100.0	227
Total	60.8	38.7	0.5	100.0	562
Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.					

This chapter presents data on the circumstances surrounding decisions about children's school attendance. Information is presented on which household member decides whether children attend school. The chapter then presents data on children's pre-primary school participation rates, the age at which children first attend primary school, and—for those who have never attended school—the reasons that they are not currently attending school. Finally, for children who attended school at some point but were not attending at the time of the survey, data are presented on reasons for dropping out of school.

7.1 Starting School

Household Decision-making

Parents/guardians were asked which household member decides whether children attend school (see Table 7.1). While it is recognized that decisionmaking is a complex process and that more than one household member may have input on the decision, the question asks parents/guardians who makes the final decision in the household on whether children attend school (see Question 837, Appendix D). About 38 percent of parents/guardians said that the child's father makes the final decision, 26 percent said that both parents make the decision together, and 18 percent said that the child's mother makes the decision. About 11 percent of the respondents reported that guardians make the decision. Children and other relatives rarely make decisions on whether children should attend school.

In rural areas, fathers are more likely to make the decision than in urban areas. In the Northern region, fathers are more likely than fathers in other regions to make the final decision.

Table 7.1 Household decision-making about education											
Percent distribution of parents/guardians by which household member decides whether children attend school, according to background characteristics, Uganda DES 2001											
Background characteristic	Household member making final decision									Total	Number of parents/guardians
	Mother	Father	Both parents	Guardians	Child	Parent/guardian with child	Someone else	Decision not made	Don't know/missing		
Residence											
Urban	24.7	26.5	29.4	12.4	0.3	4.8	0.1	0.7	1.1	100.0	481
Rural	16.5	39.9	26.0	10.9	0.2	4.7	0.2	1.0	0.5	100.0	3,765
Region											
Central	23.3	29.0	25.1	11.9	0.1	8.3	0.2	1.5	0.5	100.0	1,409
Eastern	10.0	44.0	28.5	12.9	0.2	3.0	0.3	0.4	0.7	100.0	1,164
Northern	15.6	55.9	18.9	6.7	0.2	1.7	0.3	0.0	0.6	100.0	646
Western	19.1	33.9	30.7	10.4	0.2	3.6	0.1	1.6	0.4	100.0	1,026
Total	17.5	38.4	26.4	11.0	0.2	4.7	0.2	1.0	0.6	100.0	4,246

Pre-primary School Attendance

There is considerable evidence that attending pre-primary school helps provide a foundation for learning and that children who attend pre-primary school are better prepared for primary school and for learning throughout life. In many parts of Uganda, there is limited access to pre-primary schooling, but elsewhere, children may attend pre-primary school before continuing to primary school.

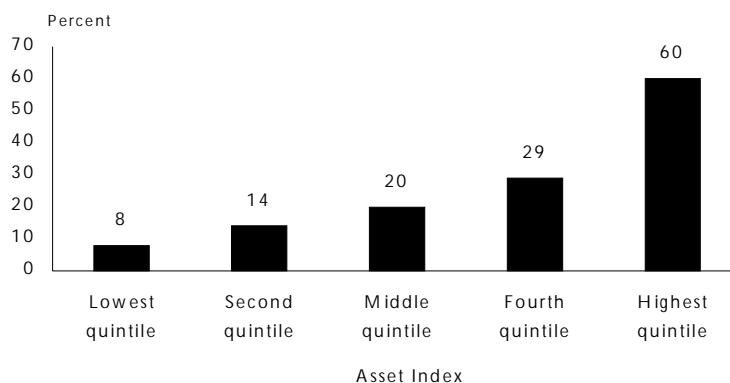
Table 7.2 presents data on the percentage of children age 6-18 who have ever attended school who attended pre-primary school. Overall, less than a third (28 percent) of children attended pre-primary school before starting primary school. As might be expected, children in rural areas are far less likely than those in urban areas to have attended pre-primary school (23 versus 65 percent).

Table 7.2 Pre-primary school participation			
Percentage of children age 6-18 who have ever attended school who attended pre-primary school and mean number of years attended, by background characteristics, Uganda DES 2001			
Background characteristic	Percentage attended pre-primary	Number of children	Mean number of years attended pre-primary ¹
Age			
6-12	27.1	6,498	1.6
13-18	28.4	3,771	1.8
Sex			
Male	26.5	5,272	1.7
Female	28.7	4,998	1.7
Residence			
Urban	65.1	1,182	2.0
Rural	22.7	9,087	1.6
Region			
Central	56.4	3,682	1.8
Eastern	11.7	2,791	1.3
Northern	5.5	1,359	1.9
Western	14.6	2,437	1.4
Asset Index			
Lowest quintile	7.7	1,672	1.6
Second quintile	13.6	1,879	1.4
Middle quintile	19.6	2,121	1.5
Fourth quintile	29.4	2,341	1.5
Highest quintile	59.7	2,257	1.9
Total	27.6	10,269	1.7
¹ Mean calculated only for those children who attended pre-primary.			

Children in the Central region are more likely to have attended pre-primary school than children in the other regions (56 percent compared with 15 percent in the Western region, 12 percent in the Eastern region, and 6 percent in the Northern region.)

Children from wealthier households are far more likely to have attended pre-primary school than their peers from poorer households (see Figure 7.1). For example, among the relatively well-off, children in the highest wealth quintile are twice as likely to have attended pre-primary school as those in the fourth quintile (60 compared with 29 percent). In the poorest quintile, a mere 8 percent of children attended pre-primary school before continuing to primary school.

**Figure 7.1 Pre-primary School Attendance
among Children Age 6-18 Who Have Ever
Attended School, by Wealth**



UDES 2001

Age at Primary School Entry

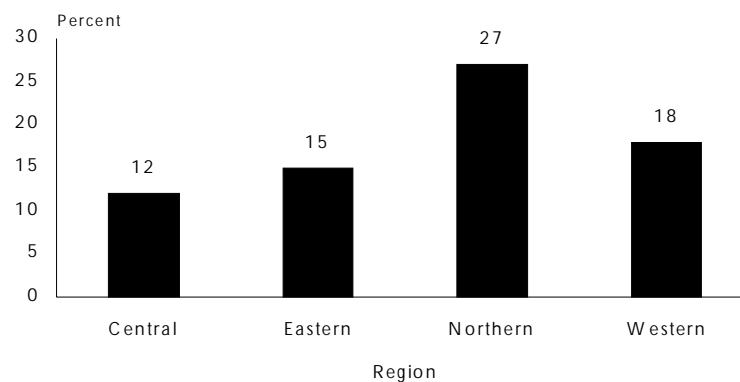
Table 7.3 presents information about the age at which 6- to 18-year-old children first attended the first class of primary school, P1 (among those who have ever attended P1). Two-thirds of children started school on time at the intended age for entry into P1 (age 6-7). A sizeable percentage (about 14 percent) of children first attended primary school at an age below the official or target entry age for P1. In some parts of the country, there are primary schools that have several streams or levels of classes in P1, and some of these levels may be treated as pre-primary classes. Some children who started primary school below age 6 may have first attended P1 classes that operate essentially as pre-primary before moving on to full-fledged P1. About 16 percent of the children started school overage at an age of eight or older.

Table 7.3 Age at first primary school attendance							
Percent distribution of children who have ever attended primary school, by timeliness of first attendance and mean age at school entry, according to background characteristics, Uganda DES 2001							
Background characteristic	Age at first P1 attendance				Total	Mean age at entry	Number of children
	Under-age (<6)	On time (6-7)	Over-age (8+)	Don't know/missing			
Sex							
Male	13.4	65.2	16.8	4.5	100.0	6.7	5,155
Female	13.8	66.6	15.3	4.3	100.0	6.6	4,880
Residence							
Urban	14.5	72.3	7.1	6.2	100.0	6.3	1,141
Rural	13.5	65.1	17.3	4.2	100.0	6.7	8,894
Region							
Central	10.4	70.7	11.8	7.0	100.0	6.6	3,513
Eastern	14.2	68.1	14.9	2.8	100.0	6.6	2,787
Northern	10.3	59.5	27.4	2.8	100.0	7.1	1,352
Western	19.4	59.8	17.5	3.3	100.0	6.6	2,384
Asset Index							
Lowest quintile	13.6	56.0	27.0	3.4	100.0	7.0	1,645
Second quintile	11.4	65.5	20.4	2.8	100.0	6.9	1,858
Middle quintile	12.0	63.4	19.7	4.8	100.0	6.8	2,073
Fourth quintile	15.7	68.6	11.1	4.6	100.0	6.4	2,285
Highest quintile	14.7	73.2	6.0	6.0	100.0	6.3	2,173
Total	13.6	65.9	16.1	4.4	100.0	6.7	10,035

Children in rural areas are more likely than those in urban areas to have started school overage (17 percent rural versus 7 percent urban). Regional differences are also substantial. Whereas only 12 percent of children in the Central region started school at age 8 or older, more than 27 percent of children started school overage in the Northern region (see Figure 7.2).

Further, the results show that children from poorer households are more likely to have started school later than their contemporaries from wealthier households. In the poorest quintile, 27 percent of the children started primary school at age 8 or older, compared with only 6 percent in the richest quintile.

Figure 7.2 Percentage of Children Who Have Ever Attended School Who Started P1 Overage, by Region



UDES 2001

Parents/guardians of children who first attended primary school at age 8 or older were asked about reasons the children started school overage (see Table 7.4).¹ For about half of both the male and female children, the monetary costs of schooling at least partly explain why children started school overage. The second most cited reason was that the nearest school was too far for the child to walk at a young age (21 percent). Unsurprisingly, this reason was cited far more frequently among children in rural areas than in urban areas (22 compared with 11 percent). Nineteen percent of the children who started school overage did so at least partly because of the household's need for the child's labour. Female children were more likely than male children to have started school overage because of the household's need for their labour (22 versus 16 percent), and children in rural areas were more likely than those in urban areas to have started overage for this reason (19 versus 11 percent). Among 11 percent of children, illness or disability at least partly explains why children started school overage. When asked for other reasons children started school overage, the most commonly cited reason was that the child was not ready or was too young to start attending school at the age of 6 (about 8 percent of children).

¹ More than one reason could be cited, so the percentages do not add to 100 percent.

Table 7.4 Factors in over-age first-time school attendance							
Percentage of children age 8-18 who started primary school over-age, by reasons for starting school at an age greater than 6, according to background characteristics, Uganda DES 2001							
Background characteristic	Reasons for starting school at an age greater than 6						Number of children
	School too expensive	No school/school too far	Labour needed	Illness	Too young	Other factors	
Sex							
Male	48.4	20.8	15.6	12.0	6.7	23.2	865
Female	47.6	21.9	22.3	10.2	9.4	16.8	749
Residence							
Urban	56.3	10.8	10.9	9.4	4.6	29.6	81
Rural	47.6	21.9	19.1	11.3	8.1	19.8	1,532
Total	48.1	21.3	18.7	11.2	7.9	20.3	1,613
Note: More than one response is possible.							

7.2 Never Having Attended School

Reasons for Never Having Attended School

Table 7.5 presents information about why children age 6-18 who have never attended primary school do not currently attend primary school.² This table shows the percentage of children for whom each factor partly explains the reasons for not currently attending school. For each child, more than one factor may be involved in explaining why the child does not attend school. Factors are grouped under four headings: cost-related factors, child factors, school factors, and other.

The most commonly cited reason for children not currently attending school is the school being too far from the household (24 percent). The distance to the nearest primary school was virtually a non-factor in urban areas, while it was a commonly given reason for not attending school in rural areas. This reason was also far more commonly cited for children age 6-7 (32 percent) than for children age 8-12 or 13-18 (14 and 3 percent, respectively). Another factor related to age and maturity, the perception that children are too young to be ready to attend school, was listed as a reason for children not currently attending school for 25 percent of children age 6-7 and was much less common among older children.

The monetary costs of schooling were also commonly cited as at least part of the reason for children not currently attending primary school (23 percent of children). Monetary costs were cited more often as reasons for not currently attending in urban areas (48 percent) than in rural areas (22 percent) and were mentioned far more frequently in the Central region than elsewhere in the country (51 percent). It is notable that for some children, the monetary costs of schooling remain a barrier to ever attending primary school, even in the time of Universal Primary Education and increased government support for the monetary costs of schooling.

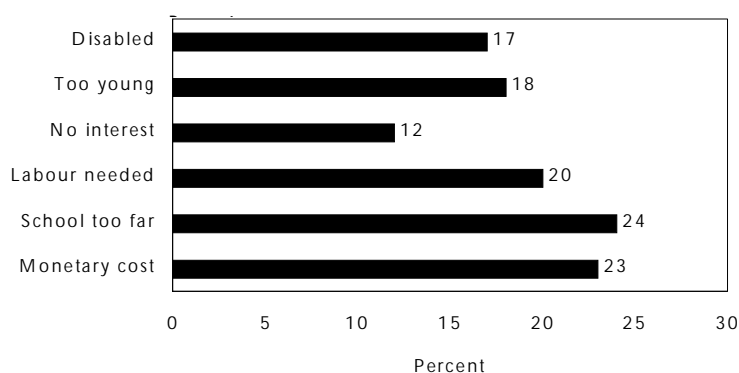
² The survey inquired about reasons that children are not attending school now because for a 12-year-old child who has never attended school, there may have been various reasons at different times. Perhaps at age 6, the child was considered unable to walk the distance to school, while at age 10, the child was needed to do work to support the household, and so on.

Table 7.5 Factors in children never having attended school														
Percentage of children age 6-18 who have never attended school, by reasons for not currently attending and background characteristics, Uganda DES 2001														
Background characteristic	School factors													
	Cost-related factors		Child factors			Travel to school unsafe	School too far	Poor school quality	No secondary school places	No good jobs for graduates	School not important	Other reasons	No reason	Number of children
	Monetary cost	Labour needed	No interest	Too young	Disabled									
Age														
6-7	23.0	11.6	7.6	24.9	11.5	8.1	32.2	1.4	0.0	0.3	1.2	8.2	5.6	331
8-12	20.5	31.9	17.5	6.9	21.5	4.5	14.4	0.0	2.4	0.0	6.6	16.0	5.4	108
13-18	28.4	36.7	20.8	1.5	32.5	3.0	3.0	0.0	1.9	0.0	14.9	17.6	1.4	78
Sex														
Male	24.2	14.4	11.0	17.8	15.6	7.8	21.6	1.5	0.7	0.4	3.5	9.8	5.3	246
Female	22.5	24.4	12.3	17.3	17.9	5.5	26.3	0.3	0.9	0.0	5.1	12.5	4.5	272
Residence														
Urban	48.3	19.6	6.0	5.4	24.8	2.9	1.5	1.4	1.8	0.0	2.2	15.8	2.7	18
Rural	22.4	19.6	11.9	18.0	16.5	6.7	24.8	0.9	0.8	0.2	4.4	11.1	5.0	500
Region														
Central	50.6	7.0	2.1	8.9	12.6	6.3	20.3	2.6	1.3	0.8	3.2	11.9	6.1	110
Eastern	19.9	11.3	3.9	25.3	19.9	3.2	9.4	0.6	0.0	0.0	0.4	19.5	2.9	91
Northern	7.4	35.5	26.1	19.3	17.5	8.9	21.6	0.1	1.5	0.0	10.5	13.4	3.3	177
Western	24.2	14.9	6.0	17.2	17.1	6.2	39.6	0.6	0.0	0.0	0.0	2.5	7.3	140
Total	23.3	19.6	11.7	17.6	16.8	6.6	24.0	0.9	0.8	0.2	4.4	11.2	4.9	518

About 20 percent of children who have never attended school do not currently attend because their labour is needed in support of the household. Among female children, the need for the child's labour is a factor for a much higher percentage of children than it is among male children (24 versus 14 percent), and older children are more likely than younger children to be needed at home to provide labour. In the Northern region, children are more likely than children elsewhere in the country not to be attending school at least partly because their labour is needed.

About 17 percent of children who have never attended school do not currently attend because of a physical or mental disability that, according to parents/guardians, renders them unable to attend (see Figure 7.3).

Figure 7.3 Selected Factors in Not Attending School Now, among Children Who Have Never Attended School



UDES 2001

Poor school quality is rarely cited as a contributing factor.³ About 12 percent of children do not currently attend school at least partly because of a lack of interest in schooling, while 4 percent do not attend because the parent/guardian perceives schooling as not being important. The perceived shortage of secondary school places and the shortage of jobs for school graduates are not commonly cited reasons for children not currently attending school.

The 2001 UDES also collected information about the percentage of children age 13-18 who had never attended school who do not currently attend primary school partly because of pregnancy or marriage.⁴ The question was asked only about children age 13-18 because it is unlikely that children under the age of 13 do not currently attend primary school partly because they have married, become pregnant, or impregnated someone else. About 10 percent of children age 13-18 who have never attended school do not currently attend because of marriage or pregnancy.⁵

³ Poor school quality includes one or more of the following factors: teachers not performing well, lack of pupil safety at school, school buildings and/or facilities being in poor condition, and classrooms being overcrowded.

⁴ Note that data were collected only on children living with a parent/guardian, and these results do not include children who were heads of households, the spouse of the head, or the son-in-law or daughter-in-law of the household head. If these excluded children are more likely than those in the sample not to attend school now because of marriage or pregnancy, these statistics likely underestimate the extent of this reason as a factor in not currently attending school.

⁵ Since only 48 children did not currently attend school because of marriage or pregnancy, no table is presented and no smaller units of analysis are included here.

7.3 Pupil and Student Dropout

Table 7.6 presents the percent distribution of school dropouts by the education level attained at the time of dropout. The majority of both male and female children age 6-18 who have left school dropped out during primary school. Only about 10 percent dropped out while attending secondary school. Among both male and female school-leavers, the mean age at dropout is 13. In other words, on average, children drop out of school at about the age at which they are expected to complete primary school.

Table 7.6 School dropouts by educational attainment and age at dropout					
Percent distribution of school dropouts age 6-18 by level attained at dropout, according to background characteristics, Uganda DES 2001					
Background characteristic	Level attained		Total	Number of dropouts	Mean age at dropout
	Primary	Secondary			
MALE					
Age					
6-12	100.0	0.0	100.0	73	8.4
13-18	89.5	10.5	100.0	382	13.9
Residence					
Urban	84.3	15.7	100.0	56	14.0
Rural	92.2	7.8	100.0	400	12.9
Total	91.2	8.8	100.0	455	13.0
FEMALE					
Age					
6-12	100.0	0.0	100.0	78	8.6
13-18	87.3	12.7	100.0	327	13.9
Residence					
Urban	77.4	22.6	100.0	64	13.2
Rural	92.1	7.9	100.0	340	12.8
Total	89.8	10.2	100.0	404	12.9
TOTAL					
Age					
6-12	100.0	0.0	100.0	151.0	8.5
13-18	88.5	11.5	100.0	709.0	13.9
Residence					
Urban	80.6	19.4	100.0	120.0	13.6
Rural	92.1	7.9	100.0	740.0	12.8
Total	90.5	9.5	100.0	860.0	12.9

Table 7.7 presents information about why children age 6-18 who dropped out of primary school left school, either during the cycle or at the end of primary school (see Figure 7.4). Overwhelmingly, parents/guardians cited the monetary cost of schooling as a factor in their children school leaving (55 percent of children). In urban areas, cost was cited as a factor more often than in rural areas (76 versus 52 percent).

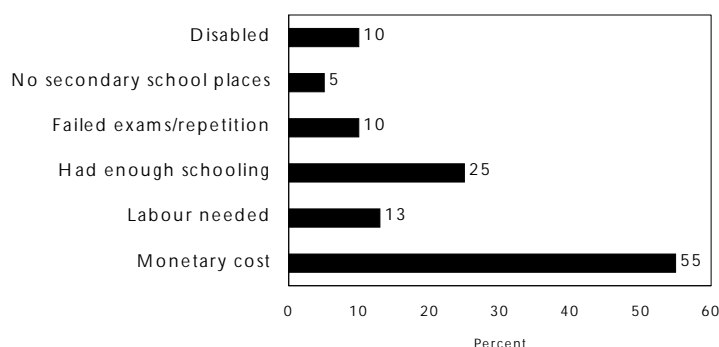
Table 7.7 Factors in primary school pupil dropout

Among children age 6-18 who dropped out of primary school, the percentage who dropped out for specific reasons and mean age of dropout, by background characteristics, Uganda DES 2001

DES 2007

Background characteristic	Child factors					School factors							Number of dropouts	Mean age of dropout
	Cost-related factors		Failed exams/ had to repeat	Had enough school	Disability or illness	Too far to school	Travel to school unsafe	Poor school quality	No secondary school places	No jobs	Other reasons	No reason		
	Monetary cost	Labour needed												
Age														
6-12	52.7	17.8	7.3	11.1	15.3	6.9	5.0	2.8	3.6	0.0	18.9	0.7	151	11.9
13-18	55.4	10.7	11.3	28.1	8.7	2.3	2.0	1.6	4.6	0.9	10.9	5.2	628	15.8
Sex														
Male	57.9	8.7	10.9	28.2	11.2	3.4	2.5	1.4	3.3	1.0	12.5	1.2	415.0	15.0
Female	51.3	15.9	10.1	20.9	8.5	3.0	2.6	2.4	5.7	0.5	12.4	7.9	363.0	15.0
Residence														
Urban	75.9	7.3	6.1	14.8	3.8	1.1	1.0	0.9	3.6	1.1	10.8	3.8	97	15.3
Rural	51.9	12.7	11.2	26.2	10.8	3.5	2.8	2.0	4.5	0.7	12.7	4.4	682	15.0
Region														
Central	71.9	6.9	9.5	19.4	7.3	2.5	0.4	1.1	1.2	0.8	12.2	1.4	357	14.8
Eastern	31.0	9.6	6.7	34.4	13.5	0.2	1.3	1.3	6.6	0.7	19.1	10.1	120	15.5
Northern	37.6	32.1	19.2	27.0	3.8	5.9	11.9	7.1	12.1	1.1	12.6	10.4	109	15.6
Western	47.8	12.0	9.9	27.6	16.2	4.8	2.1	0.6	4.6	0.6	8.7	2.6	192	14.9
Total	54.8	12.1	10.5	24.8	10.0	3.2	2.6	1.8	4.4	0.7	12.5	4.3	778	15.0
Note: More than one response is possible.														

Figure 7.4 Selected Factors in Primary School Pupil Dropout



UDES 2001

For one in four children age 13-18 who had left school, the perception that the child had completed enough schooling or no longer wanted to attend was a factor in leaving school. This factor was more common for older children than for younger children (28 percent of school-leavers age 13-18, compared with 11 percent of school-leavers age 6-12) and was more common for male than for female children (28 versus 21 percent).

By comparison, other factors are relatively uncommon. The need for children to do work in support of the household was a factor in leaving school for only 13 percent of these youth, with this factor being more common for female than for male youth (16 versus 9 percent). Surprisingly, the need for the child's labour was more often cited as a factor for younger than for older children. About 10 percent of the children who have dropped out of school left because of illness or disability. A similar percentage of school-leavers left school because they failed examinations or had to repeat classes. Poor school quality was rarely cited as a reason for dropping out of school. Also rare was dropping out of school at least partly because there were no secondary school places (4 percent). Less than 1 percent of children age 6-18 stopped attending school because of the perception that school graduates cannot find jobs, suggesting that concerns about not finding a job after graduation is not a major factor in school dropout.

Table 7.8 shows the percentage of female school-leavers age 13-18 who left primary school partly because of pregnancy or marriage.⁶ The table excludes male school-leavers because no male children age 13-18 left school at least partly because they got married or made someone pregnant. In comparison, 13 percent of female school-leavers left school at least partly because of pregnancy or marriage. Notable is the fact that in the Eastern region, one in three female primary school dropouts left school at least partly because of pregnancy or marriage; rates in the other regions are considerably lower.

⁶ As above, if excluded children are more likely than those in the sample to have dropped out of school because of marriage or pregnancy, these statistics likely underestimate the extent of this reason as a factor in leaving school.

Table 7.8 Marriage or pregnancy as a factor in girls' primary school dropout			
Percentage of female children age 13-18 who dropped out of primary school because of marriage or pregnancy, according to background characteristics, Uganda DES 2001			
Background characteristic	Marriage or Pregnancy as a factor in having left school	Number of female dropouts age 13-18	Mean age at dropout
Residence			
Urban	14.8	41	14.0
Rural	13.1	239	15.0
Region			
Central	8.6	102	15.6
Eastern	33.8	51	14.5
Northern	17.0	55	14.6
Western	3.0	73	15.4
Total	13.3	280	14.8
Note: Female children age 13-18 not living with a parent/guardian were excluded.			

If children dropped out of primary school at least partly because of school costs, parents/guardians were asked about which school costs made it too difficult for children to continue attending school (see Table 7.9). Among those children who dropped out of primary school partly because of school costs, the cost of school fees or the school fund was listed as a factor in leaving school for about 62 percent of children, followed by the cost of uniforms or clothing and shoes to be worn to school (47 percent) and the cost of textbooks, exercise books, and other supplies (39 percent). For about 30 percent of school-leavers, all of the costs of schooling were described as contributing to the decision for the child to drop out of school.

Table 7.9 Cost as a factor in primary school pupil dropout

Among children age 6-18 who dropped out of school because of costs, percentage who dropped out because of specific costs, by background characteristics, Uganda DES 2001

Background characteristic	Cost factors									Number of dropouts
	School fees/fund	Building/development fund	PTA fees	Uniform or clothing	Books and supplies	Transportation	Examination fees	All costs	Other	
Age										
6-7	*	*	*	*	*	*	*	*	*	11
8-12	59.8	17.7	12.3	48.6	39.3	0.0	0.5	31.6	2.1	68
13-18	61.5	15.5	7.9	45.7	39.2	2.8	6.8	30.3	2.8	347
Sex										
Male	61.2	11.7	9.7	45.1	35.8	2.5	6.1	30.1	2.6	241
Female	61.9	21.3	7.3	48.3	44.0	2.1	5.1	30.3	2.6	186
Residence										
Urban	56.6	6.7	5.5	33.2	32.8	1.8	5.6	41.9	1.3	73
Rural	62.6	17.8	9.3	49.2	40.8	2.4	5.6	27.7	2.9	353
Region										
Central	63.5	13.0	6.5	41.5	37.4	1.3	7.4	32.7	3.6	257
Eastern	(52.9)	(3.1)	(8.2)	(54.5)	(35.3)	(1.0)	(1.6)	(20.8)	(0.0)	37
Northern	35.6	8.3	8.7	51.6	39.9	0.0	0.0	46.3	2.9	41
Western	71.2	32.4	15.1	54.9	46.4	6.7	4.9	19.6	1.0	92
Asset Index										
Lowest quintile	47.9	16.8	10.1	38.4	33.4	1.1	1.1	41.5	6.9	80
Second quintile	65.8	17.3	12.0	55.7	47.8	8.4	1.4	24.5	1.9	65
Middle quintile	64.1	30.6	10.7	51.7	45.3	1.3	7.7	23.0	4.0	90
Fourth quintile	70.7	10.6	7.0	49.0	38.9	1.1	7.4	23.1	0.0	112
Highest quintile	56.0	4.6	4.6	37.8	32.8	1.4	8.7	41.4	1.1	81
Total	61.5	15.9	8.7	46.5	39.4	2.3	5.6	30.2	2.6	427

Note: More than one response possible. An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.

For children who left school during secondary school, the monetary costs of schooling were most often cited (85 percent) as a reason for dropout (see Table 7.10). Other reasons are far less common, with no other reason being cited as a factor for more than 9 percent of secondary school dropouts.

Table 7.10 Factors in secondary school student dropout

Among children age 6-18 who dropped out of secondary school, the percentage who dropped out for specific reasons and mean age of dropout, by background characteristics, Uganda DES 2001

Background characteristic	Cost-related factors		Child factors						Number of dropouts	Mean age of dropout
	Monetary cost	Labour needed	Disability or illness	Failed exams/ had to repeat	Had enough school	Marriage or pregnancy	Too far to school	Other reasons		
Sex										
Male	90.2	5.6	0.5	6.3	10.2	4.4	9.5	3.7	40	16.5
Female	79.3	0.9	6.6	4.2	3.6	12.6	6.0	8.1	41	16.1
Residence										
Urban	80.4	6.7	2.1	1.3	6.8	9.6	0.8	9.1	23	16.2
Rural	86.3	1.8	4.1	6.8	6.9	8.1	10.5	4.7	58	16.4
Total	84.6	3.2	3.6	5.2	6.9	8.6	7.7	6.0	81	16.3

HOUSEHOLD EXPENDITURES ON SCHOOLING

The cost of schooling to households includes the monetary costs associated with schooling, other non-monetary contributions such as the time spent by children in school and traveling to and from school, and other household members' time and labour in support of children's schooling. These costs of schooling, both monetary and non-monetary, may be difficult for some households to bear and may in some cases be so burdensome as to keep children from ever attending school or result in children leaving school. This chapter focuses on household expenditures on children's schooling at both the primary and secondary levels. The following chapter, Chapter 9, presents information on other costs of schooling borne by households, such as time devoted to school by children and other household members.

8.1 Expenditures on Primary Schooling

As discussed in Chapter 1, prior to the implementation of Universal Primary Education in 1997, households bore a sizeable proportion of the direct or monetary costs of schooling. UPE was designed to reduce the monetary costs of primary schooling to households with children in public primary schools by eliminating tuition and other fees in public schools. Still, the question remains as to what households spend on children who attend primary school.

The 2001 UDES collected information about whether households spent money on each pupil's schooling during the 2000 school year, and if so, how much was spent on which items. Questions were asked specifically about each possible cost, including tuition; the development fund; PTA fees; examination fees; boarding fees; uniforms, shoes, and school-related clothing; school supplies; transportation; food; coaching; and other types of expenditures. It must be emphasized that the parent/guardian respondent was asked about expenditures made by members of the household, rather than all expenditures made on the pupil's behalf. If, for example, the household did not spend money on examination fees, but an uncle living in another household paid these fees, this expenditure was not recorded for that pupil because it was not made from within the pupil's household.

The tables in this section of the chapter present data on per-pupil household expenditures on schooling. The discussion is organized according to the type of school pupils attend because both the incidence and magnitude of expenditures are expected to differ according to the type of school attended. Tables 8.1.1, 8.1.2, and 8.1.3 present information on the incidence of expenditure, or the percentage of pupils whose households spent money on each item. Tables 8.2.1, 8.2.2, and 8.2.3 present the mean total annual per-pupil expenditure on schooling.

Tables 8.3.1, 8.3.2, and 8.3.3 present expenditure data for pupils with non-zero expenditures on various items such as tuition, school supplies, and so on. Tables 8.3.1, 8.3.2, and 8.3.3 illustrate how much money was spent on each item, on average, among pupils' households spending any money on that item.¹

Total Expenditures

As illustrated in Tables 8.1.1, 8.1.2, and 8.1.3, most primary school pupils' households spent money on schooling in the 2000 school year, regardless of the type of school attended, the pupil's sex, residence, or region. Almost 99 percent of primary school pupils attending public schools and 98 percent of pupils attending non-public (religious and non-religious private or community) schools spent money on one or more types of school costs (see Figure 8.1).

¹ For ease of interpretation, expenditures are given in Ugandan Shillings (UShs.) rounded to the nearest 10 UShs.

Table 8.1.1 Household expenditures on primary schooling for public school pupils

Percentage of primary public school pupils whose households spent money on various costs of schooling in the 2000 school year, by type expenditure and background characteristics, Uganda DES 2001

Background characteristic	Expenditures on primary schooling (percentage)											One or more types of expenditure	Number of primary public school pupils
	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other		
Sex													
Male	13.0	55.0	14.5	18.4	0.6	78.4	97.4	3.2	19.7	4.3	21.2	98.8	3,293
Female	13.7	58.6	17.2	19.7	1.2	78.5	97.5	3.6	20.4	5.7	22.7	98.6	3,059
Residence													
Urban	56.0	61.2	41.9	30.7	4.5	84.5	97.9	22.0	49.7	20.4	34.3	98.8	396
Rural	10.5	56.4	14.0	18.3	0.7	78.1	97.4	2.2	18.1	3.9	21.1	98.7	5,957
Region													
Central	34.8	58.0	20.3	34.6	2.0	74.3	96.8	8.5	43.1	7.8	30.7	97.8	1,602
Eastern	3.7	51.1	8.6	15.6	0.2	82.1	98.0	1.0	19.6	3.5	26.0	99.1	2,102
Northern	4.6	30.1	14.6	14.2	0.6	83.0	97.6	2.2	7.3	2.3	13.2	98.7	954
Western	9.8	77.5	21.1	11.3	0.9	75.4	97.4	2.3	6.0	5.6	13.5	99.2	1,694
Asset Index													
Lowest quintile	5.4	45.6	12.8	11.8	0.0	77.2	97.3	0.5	10.0	2.0	14.6	98.6	1,113
Second quintile	8.2	56.7	11.6	17.9	0.0	76.9	96.4	1.6	11.5	2.5	15.0	98.3	1,308
Middle quintile	8.1	60.4	14.0	17.4	0.2	76.7	97.4	0.7	16.7	2.6	20.4	98.4	1,430
Fourth quintile	13.2	61.1	15.7	20.1	0.8	78.1	98.0	2.9	22.7	5.7	28.1	99.1	1,543
Highest quintile	37.4	57.3	27.8	29.7	4.5	85.3	98.3	14.1	44.0	14.2	32.1	99.3	959
Total	13.3	56.7	15.8	19.0	0.9	78.5	97.5	3.4	20.0	5.0	21.9	98.7	6,353

Table 8.1.2 Household expenditures on primary schooling for non-public school pupils

Percentage of primary non-public school pupils whose households spent money on various costs of schooling in the 2000 school year, by type of expenditure and background characteristics, Uganda DES 2001

Background characteristic	Expenditures on primary schooling (percentage)											One or more types of expenditure	Number of primary non-public school pupils
	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other		
Sex													
Male	76.8	55.7	34.3	53.6	6.5	76.7	95.1	17.1	44.7	14.8	32.6	96.5	503
Female	78.2	53.5	32.9	54.2	8.1	78.7	97.3	20.1	48.9	16.6	36.8	98.9	548
Residence													
Urban	90.9	52.5	49.1	56.2	11.9	89.2	97.2	37.6	68.7	27.2	48.6	98.1	331
Rural	71.4	55.6	26.4	52.8	5.3	72.5	95.8	9.9	36.9	10.4	28.5	97.5	720
Region													
Central	84.7	50.7	36.9	57.5	8.3	76.5	95.0	22.8	56.5	17.8	34.1	96.7	739
Eastern	59.6	63.0	21.7	55.6	6.3	78.4	100.0	10.6	30.9	10.4	48.7	100.0	180
Northern	39.3	55.7	28.2	30.0	10.2	85.1	99.1	8.4	22.7	1.8	17.7	100.0	24
Western	67.1	66.6	31.3	31.3	1.8	83.6	98.2	5.6	13.5	12.9	20.0	100.0	108
Asset Index													
Lowest quintile	61.3	52.3	18.7	30.5	3.4	53.9	96.2	3.4	10.1	6.3	20.5	96.5	72
Second quintile	64.9	68.5	18.5	54.4	0.0	64.5	94.8	7.8	15.5	8.3	28.4	97.9	103
Middle quintile	50.4	65.0	26.7	58.1	4.2	78.0	96.4	5.2	28.5	7.2	34.9	97.0	140
Fourth quintile	71.9	48.8	23.9	43.6	3.8	71.1	92.9	9.1	35.5	7.6	24.1	95.5	191
Highest quintile	91.1	51.6	43.5	59.4	11.4	85.7	97.7	29.5	66.5	23.4	41.7	98.8	545
Total	77.6	54.6	33.5	53.9	7.4	77.7	96.3	18.6	46.9	15.7	34.8	97.7	1,051

Table 8.1.3 Household expenditures on primary schooling

Percentage of primary pupils whose households spent money on various costs of schooling in the 2000 school year, by type of expenditure and background characteristics, Uganda DES 2001

Background characteristic	Expenditures on primary schooling (percentage)											One or more types of expenditure	Number of primary school pupils
	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other		
Sex													
Male	21.4	55.1	17.1	23.1	1.4	78.2	97.1	5.1	23.1	5.7	22.7	98.5	3,797
Female	23.5	57.8	19.5	24.9	2.3	78.5	97.4	6.1	24.7	7.3	24.9	98.6	3,608
Residence													
Urban	71.9	57.2	45.2	42.3	7.9	86.6	97.6	29.1	58.3	23.5	40.8	98.5	727
Rural	17.0	56.4	15.4	22.0	1.2	77.5	97.3	3.0	20.1	4.6	21.9	98.6	6,677
Region													
Central	50.6	55.7	25.5	41.9	4.0	75.0	96.2	13.0	47.3	11.0	31.8	97.5	2,342
Eastern	8.1	52.0	9.6	18.7	0.6	81.8	98.1	1.7	20.5	4.1	27.8	99.1	2,282
Northern	5.5	30.8	14.9	14.6	0.9	83.0	97.6	2.3	7.7	2.3	13.3	98.7	978
Western	13.2	76.9	21.7	12.5	1.0	75.9	97.4	2.5	6.5	6.1	13.9	99.2	1,802
Asset Index													
Lowest quintile	8.9	46.0	13.1	13.0	0.2	75.8	97.3	0.6	10.0	2.3	14.9	98.5	1,185
Second quintile	12.4	57.6	12.1	20.6	0.0	76.0	96.3	2.0	11.8	2.9	16.0	98.3	1,411
Middle quintile	11.9	60.8	15.1	21.1	0.5	76.8	97.3	1.1	17.7	3.0	21.7	98.3	1,570
Fourth quintile	19.7	59.7	16.6	22.7	1.1	77.3	97.4	3.6	24.1	5.9	27.7	98.7	1,734
Highest quintile	56.8	55.2	33.5	40.4	7.0	85.5	98.1	19.7	52.2	17.5	35.6	99.1	1,504
Total	22.4	56.4	18.3	24.0	1.8	78.4	97.3	5.6	23.9	6.5	23.8	98.6	7,404

Although most primary school pupils' households spent money on their schooling in the 2000 school year, the total amount of money spent per child differs according to various characteristics (see Tables 8.2.1, 8.2.2, and 8.2.3). Mean expenditures on schooling among pupils attending public schools (UShs. 26,870) were about one-fifth the mean sum spent on schooling for pupils attending non-public schools (UShs. 128,160).²

Among children attending public schools, as well as among those attending non-public schools, there is a remarkable degree of gender parity in terms of expenditures, with nearly equivalent total amounts of money spent on male and female pupils (see Tables 8.2.1, 8.2.2, and 8.2.3 and Figure 8.2). By contrast, within each type of school, there were notable differences in total expenditures by urban-rural location, region of residence, and wealth. Among pupils attending public schools, the mean total household expenditure on pupils from urban households was six times greater than the expenditure on pupils in rural areas (UShs. 125,320 compared with 20,320). Among non-public school pupils, the ratio was about 4:1 (UShs. 261,150 versus 67,010).

Among pupils in both types of schools, total mean per-pupil expenditures in the Central region exceed mean expenditures in other regions (see Tables 8.2.1, 8.2.2, and 8.2.3). Among public primary school pupils, more than twice as much was spent on children attending schools in the Central region as in the second highest region, the Western region. In non-public schools, mean expenditures in the Central region were twice as high as those in the Eastern and Western regions.

As might be expected, the wealthier the household, the greater the mean total expenditures on pupils' schooling. Public primary school pupils in the wealthiest quintile spent eight times as much as those in the poorest quintile. Non-public primary school pupils in the wealthiest households spent almost nine times as much as those in the poorest households (see Figure 8.3).

From this point onward in this section of the chapter, the discussion of expenditures on various types of school costs focuses on mean non-zero expenditures on various items to allow for a more meaningful comparison of prices paid by pupils' households spending money on schooling.

² In 2000, US\$1 = UShs. 1,650.

Table 8.2.1 Per-pupil household expenditures on primary schooling for public school pupils		
Average annual per-pupil household expenditure (Ugandan shillings) on public primary schooling in the 2000 school year, by background characteristics, Uganda DES 2001		
Background characteristic	Mean total expenditures (UShs.)	Number of primary public school pupils
Sex		
Male	25,560	3,293
Female	28,280	3,059
Residence		
Urban	125,330	396
Rural	20,320	5,957
Region		
Central	51,590	1,602
Eastern	16,640	2,102
Northern	15,920	954
Western	22,350	1,694
Asset Index		
Lowest quintile	10,320	1,113
Second quintile	15,500	1,308
Middle quintile	15,370	1,430
Fourth quintile	22,470	1,543
Highest quintile	85,770	959
Total	26,870	6,353

Table 8.2.2 Per-pupil household expenditures on primary schooling for non-public school pupils		
Average annual per-pupil household expenditure (Ugandan shillings) on non-public primary schooling in the 2000 school year, by background characteristics, Uganda DES 2001		
Background characteristic	Mean total expenditures (UShs.)	Number of primary non-public school pupils
Sex		
Male	126,190	503
Female	129,970	548
Residence		
Urban	261,150	331
Rural	67,010	720
Region		
Central	155,280	739
Eastern	61,460	180
Northern	94,000	24
Western	61,400	108
Asset Index		
Lowest quintile	23,860	72
Second quintile	38,280	103
Middle quintile	39,030	140
Fourth quintile	57,480	191
Highest quintile	206,790	545
Total	128,160	1,051

Table 8.2.3 Per-pupil household expenditures on primary schooling		
Average annual per-pupil household expenditure (Ugandan shillings) on primary schooling in the 2000 school year, by background characteristics, Uganda DES 2001		
Background characteristic	Mean total expenditures (UShs.)	Number of primary school pupils
Sex		
Male	38,900	3,797
Female	43,730	3,608
Residence		
Urban	187,190	727
Rural	25,360	6,677
Region		
Central	84,330	2,342
Eastern	20,180	2,282
Northern	17,820	978
Western	24,690	1,802
Asset Index		
Lowest quintile	11,140	1,185
Second quintile	17,160	1,411
Middle quintile	17,490	1,570
Fourth quintile	26,330	1,734
Highest quintile	129,590	1,504
Total	41,250	7,404

Figure 8.1 Percentage of Primary School Pupils Whose Household Spent Money on Schooling, by Type of School Attended and Type of Expenditure

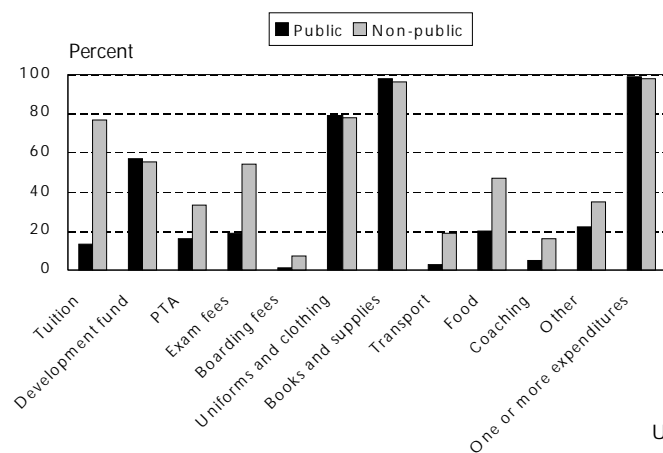


Figure 8.2 Mean Total Annual Per-Pupil Household Expenditure on Primary Schooling, by Region and Type of School Attended

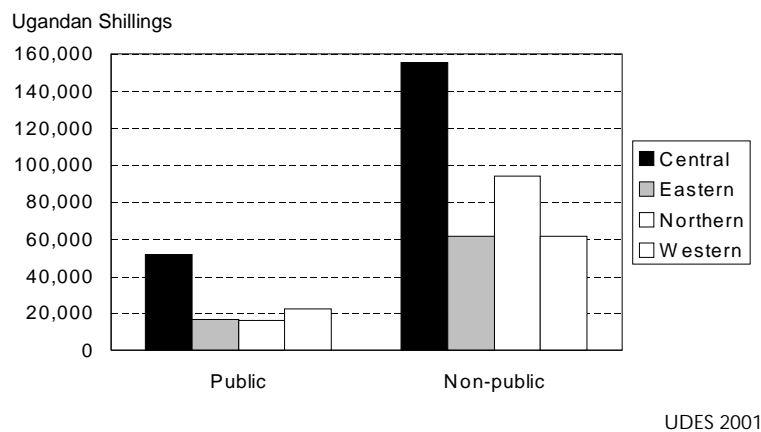
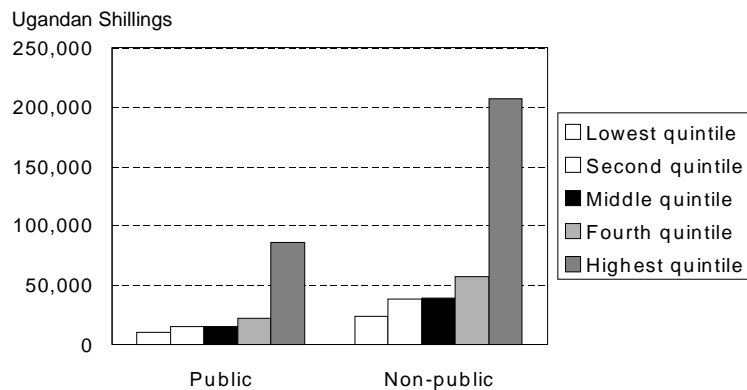


Figure 8.3 Mean Annual Per-Pupil Household Expenditure, by Wealth and Type of School Attended



UDES 2001

Tuition

In a school system in which tuition fees are rarely charged in public schools, it is not surprising that only 13 percent of public school pupils' households paid tuition fees. In comparison, 78 percent of pupils attending non-public schools—which charge tuition—paid tuition fees (see Tables 8.1.1, 8.1.2, and 8.1.3). That more than one in five non-public school pupils' households did not pay tuition fees may be explained by various circumstances, including the possibility that for some children, relatives or others outside the household paid tuition fees or a scholarship covered the costs of tuition fees.

Among public primary school pupils, those in urban areas are far more likely than their rural peers to have paid tuition fees (56 versus 11 percent). There is a similar imbalance in the incidence of payment of public school tuition fees by region, with 35 percent of pupils in the Central region paying tuition fees, compared with less than 10 percent in the remaining regions. Wealthier children attending public schools are more likely than poorer children to have paid tuition fees (37 percent in the wealthiest quintile and 5 percent in the poorest quintile). Among non-public primary school pupils, the differences in incidence of expenditure follow a similar pattern by residence, region, and wealth quintile, although with a narrower range of differences.

Among children in public primary schools with non-zero expenditures, the mean tuition expenditure was US\$9,710, compared with US\$26,490 among children in non-public schools (see Tables 8.3.1 and 8.3.2). Mean expenditures for pupils in both public and non-public schools differ in similar ways, with urban households spending more than rural households and wealthier households spending more than poorer households.

Development or Building Fund

School development or building funds typically are used to construct or upgrade school buildings and facilities. During the 2000 school year, more than half of the pupils in both public and non-public schools paid development or building fund fees (57 and 55 percent, respectively). Mean expenditures on the development or building fund were comparable for children attending public and non-public schools (see Tables 8.3.1 and 8.3.2).

Table 8.3.1 Non-zero per-pupil household expenditures on primary schooling for public school pupils											
Average annual per-pupil household expenditure (Ugandan shillings) on primary schooling in the 2000 school year for primary public school pupils with non-zero expenditures, by type expenditure and background characteristics, Uganda DES 2001											
Background characteristic	Mean non-zero per-pupil household expenditures on primary schooling (US\$)										
	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other
Sex											
Male	8,860	3,060	2,520	1,970	4,800	6,830	5,720	36,840	14,940	18,010	6,320
Female	10,590	2,990	2,660	2,130	4,630	6,080	6,070	30,180	16,040	17,660	6,280
Residence											
Urban	15,040	2,500	3,370	2,660	2,030	16,970	14,870	39,970	33,770	32,700	20,720
Rural	7,840	3,060	2,440	1,980	5,550	5,710	5,290	29,030	12,140	12,720	4,750
Region											
Central	10,140	3,890	3,100	2,460	0	8,710	9,560	29,200	14,610	25,940	9,850
Eastern	20,270	2,010	2,060	1,680	3,130	5,220	4,630	13,010	13,420	10,550	3,610
Northern	5,160	1,690	1,410	1,370	0	7,290	3,840	54,330	22,250	16,930	2,170
Western	4,680	3,530	2,860	1,960	15,680	5,560	5,170	48,150	25,030	13,140	7,310
Asset Index											
Lowest quintile	7,520	2,170	1,630	1,440	0	4,510	3,560	44,650	6,750	4,070	2,550
Second quintile	7,510	3,050	1,910	1,650	0	6,240	4,130	42,000	21,040	4,410	1,910
Middle quintile	5,470	3,140	2,500	1,650	0	5,080	4,850	7,480	12,330	5,760	2,700
Fourth quintile	8,710	3,210	2,490	2,190	25,440	6,020	6,010	27,800	10,240	8,890	4,080
Highest quintile	12,750	3,290	3,660	2,850	850	11,310	12,250	35,600	21,880	32,740	17,640
Total	9,710	3,030	2,590	2,050	4,690	6,470	5,890	33,460	15,480	17,810	6,300
Note: 1,650 Ugandan shillings = US\$1											

Parent-Teacher Association Fees

In some schools, parent-teacher association fees are set by agreement between teachers and parents, and the funds often are used to provide teacher incentives. About 16 percent of public school pupils' households paid a PTA fee, with children in urban areas far more likely to pay a PTA fee than those in rural areas (42 versus 14 percent). In comparison, 34 percent of non-public school pupils' households paid PTA fees, with nearly half of the pupils in urban areas paying fees and about one in four in rural areas paying PTA fees (see Tables 8.1.1 and 8.1.2).

Table 8.3.2 Non-zero per-pupil household expenditures on primary schooling for non-public school pupils

Average annual per-pupil household expenditure (Ugandan shillings) on primary schooling in the 2000 school year for primary non-public school pupils with non-zero expenditures, by type of expenditure and background characteristics, Uganda DES 2001

Background characteristic	Mean non-zero per-pupil household expenditures on primary schooling (UShs.)										
	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other
Sex											
Male	26,160	2,090	750	3,420	22,220	13,560	12,890	21,400	21,860	22,180	19,380
Female	26,780	3,510	1,420	3,970	14,180	12,980	12,840	29,700	14,080	23,390	17,810
Residence											
Urban	36,990	1,840	1,200	4,360	15,850	21,080	21,260	31,520	25,250	31,660	29,870
Rural	20,350	3,240	1,010	3,400	19,310	8,820	8,950	16,640	11,110	12,180	9,600
Region											
Central	28,090	2,580	880	4,160	12,870	15,090	15,730	25,190	18,770	24,790	21,740
Eastern	25,050	1,580	2,350	1,970	46,070	8,470	6,410	24,590	8,090	12,060	7,610
Northern	40,210	850	210	2,810	19,870	15,330	7,000	4,380	4,740	35,000	23,100
Western	13,040	6,370	1,390	3,410	0	8,740	6,150	61,160	26,340	18,500	24,160
Asset Index											
Lowest quintile	7,470	4,450	950	2,020	0	7,020	3,860	3,060	18,770	3,890	4,030
Second quintile	19,650	4,600	1,910	1,870	0	7,160	5,780	14,380	22,110	3,930	2,650
Middle quintile	11,760	2,640	1,040	2,370	18,860	6,470	5,480	19,710	9,130	9,240	5,410
Fourth quintile	11,440	1,740	1,070	3,700	0	9,390	9,300	17,400	8,720	11,310	13,330
Highest quintile	35,400	2,570	1,050	4,490	20,130	17,350	18,410	28,250	20,010	27,180	25,440
Total	26,490	2,820	1,100	3,710	17,570	13,250	12,870	26,030	17,630	22,840	18,510

Note: 1,650 Ugandan shillings = US\$1

Mean expenditures on PTA fees are higher among public pupils than among non-public school pupils (UShs. 2,590 versus 1,100; see Tables 8.3.1 and 8.3.2). Among public school pupils, fees paid are higher in urban areas than in rural areas, while among non-public school pupils, expenditures are roughly the same in urban and rural areas.

Examination Fees

At the primary level, pupils are not assessed a fee for the Primary Leaving Examination. On the other hand, pupils taking mock examinations at P7 or examinations at other classes of primary school may be charged examination fees. Pupils in non-public schools were more than twice as likely as their peers in public schools to have paid examination fees (54 versus 19 percent), and they paid more, on average, for these fees (UShs. 3,710 versus 2,050). Among pupils in both types of schools, expenditures were higher among pupils in urban areas than in rural areas.

Boarding Fees

At the primary level, where boarding schools are uncommon, about 1 percent of public and 7 percent of non-public school pupils' households paid boarding fees.³ Among those paying boarding fees, mean expenditures were relatively low: UShs. 4,690 for public school and UShs. 17,570 for non-public school pupils (see Tables 8.3.1 and 8.3.2).

Uniforms, Clothing, and Shoes Bought for Use at School

The majority of pupils' households (79 percent for public and 78 percent for non-public school pupils) spent money on school uniforms or on shoes and/or clothing bought primarily to be worn to school (see Tables 8.1.1 and 8.1.2). Non-public school pupils' households spent twice as much on

³ As shown in Chapter 6, about 2 percent of primary school pupils attend boarding schools.

uniforms, clothing, and shoes as public school pupils' families (UShs. 13,250 versus UShs. 6,470; see Tables 8.3.1 and 8.3.2). Among pupils in both types of schools, pupils in urban areas are more likely than their rural peers to have spent money on uniforms and clothing, and they spent more money on these items. The same pattern holds by wealth, with pupils from wealthier households being more likely to have spent money and spending greater sums than pupils from poorer households.

School Supplies

Nearly all pupils' households (98 percent in public schools and 96 percent in non-public schools) paid for school supplies, including textbooks, exercise books, pens and pencils, school bags, and so on. Pupils in non-public schools, however, spent twice as much on these supplies as their peers in public schools (UShs. 12,870 versus UShs. 5,890; see Tables 8.3.1 and 8.3.2). As is the case with many other expenditures, within both public and non-public schools, pupils in urban areas spent considerably more on school supplies than pupils in rural areas, and pupils from wealthier households spent more than those from poorer households.

Transportation

The majority of pupils attending both types of schools likely walk to school—particularly in rural areas—so it is to be expected that a relatively small proportion of pupils' households spent money on transportation (3 percent of public school pupils and 19 percent of non-public school pupils). Households spending money on pupils' transportation to public schools spent more money than households spending money on pupils' transportation to non-public schools (see Tables 8.3.1 and 8.3.2). Expenditures on transportation are among the highest across expenditure categories, with households spending a mean of UShs. 29,910 (see Table 8.3.3).

Food

About one in five public and one in two non-public school pupils' households spent money on food or snacks for pupils to eat during the school day (see Tables 8.1.1 and 8.1.2). These expenditures may have been on lunch or snacks bought on the way to school or at school or on food bought by the household for the child to take to school. For the small percentage of primary school pupils attending boarding schools, expenditures on food may also include the portion of boarding fees that covers the costs of pupils' meals at school.

Households with children in non-public primary schools spent slightly more money on food than households with children in public schools (UShs. 17,630 versus UShs. 15,480). Within each type of school, pupils in urban areas spent considerably more money than those in rural areas, and wealthier households spent more than poorer ones.

Table 8.3.3 Non-zero per-pupil household expenditures on primary schooling

Average annual per-pupil household expenditure (Ugandan shillings) on primary schooling in the 2000 school year for primary pupils with non-zero expenditures, by type of expenditure and background characteristics, Uganda DES 2001

Mean non-zero per-pupil household expenditures on primary schooling (UShs.)											
Background characteristic	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other
Sex											
Male	17,050	2,930	2,050	2,410	14,590	7,700	6,650	29,870	16,710	19,420	8,810
Female	18,750	3,070	2,340	2,730	9,170	7,130	7,100	29,940	15,450	19,600	8,850
Residence											
Urban	27,670	2,220	2,290	3,690	11,410	18,890	17,760	35,000	29,200	32,150	25,680
Rural	13,460	3,080	2,170	2,340	11,130	6,020	5,680	24,540	11,930	12,590	5,420
Region											
Central	19,630	3,520	2,080	3,200	8,210	10,760	11,480	26,970	16,180	25,350	13,850
Eastern	23,030	1,970	2,110	1,740	24,340	5,460	4,770	18,590	12,780	10,850	4,160
Northern	11,280	1,660	1,350	1,440	4,280	7,490	3,910	49,950	21,000	17,280	2,830
Western	7,150	3,680	2,740	2,180	13,660	5,770	5,230	49,910	25,200	13,810	8,810
Asset Index											
Lowest quintile	7,500	2,330	1,570	1,520	0	4,620	3,580	31,150	7,500	4,040	2,680
Second quintile	12,110	3,190	1,910	1,690	0	6,300	4,250	34,300	21,140	4,320	2,000
Middle quintile	7,820	3,090	2,240	1,830	12,430	5,210	4,900	12,480	11,870	6,470	3,080
Fourth quintile	9,810	3,080	2,270	2,510	16,210	6,360	6,350	24,690	9,990	9,230	4,960
Highest quintile	25,900	3,040	2,430	3,720	12,100	13,500	14,470	31,600	21,020	30,060	20,940
Total	17,920	3,000	2,200	2,570	11,230	7,420	6,870	29,910	16,080	19,520	8,830

Note: 1650 Ugandan Shillings = US\$1

Coaching (Private Tutoring)

Coaching, or private tutoring, is generally provided by teachers in addition to regular lessons at schools. Coaching appears to be more an urban phenomenon than a rural one, with nearly 24 percent of urban pupils' households spending money on coaching fees, regardless of the type of school children attend, compared with only 5 percent of rural pupils' households (data not shown). Coaching provides additional instruction to pupils, and while it may be most commonly used by parents/guardians to prepare pupils for the Primary Leaving Examinations at the end of P7, at least in urban areas, coaching clearly is used more broadly than just for P7 examination preparation.

Households spending money on coaching for children in public schools spent less than those spending money on coaching for children in non-public schools (UShs. 17,810 versus UShs. 22,840). Among households spending money on coaching, urban pupils' households spent nearly three times as much as rural children's households (see Table 8.3.3).

Other Expenditures

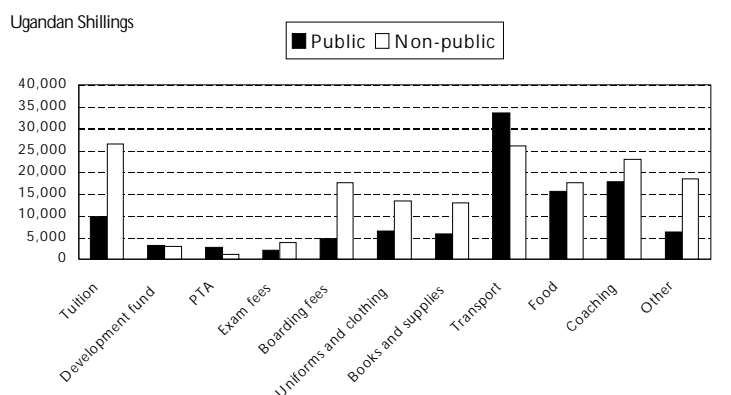
Parents/guardians were asked whether the household spent money on other school costs, and if so, these school costs were specified and the sum spent on them quantified. These other costs included items such as pocket money for children to spend as needed, money spent on school trips, and other miscellaneous expenditures. About 24 percent of pupils' households spent money on other school costs (see Table 8.1.3), and on average, public school pupils' households spent UShs. 6,300 and non-public school pupils' households spent UShs. 18,510 on these costs.

Summary

After a detailed discussion of the expenditures on various school costs, a brief summary is useful to underscore the main findings. Perhaps most important to point out is that virtually all primary school pupils' households (99 percent) spent money on schooling and that on average, these households spent UShs. 26,870 (public schools) and UShs. 128,160 (non-public schools) on various school costs during the 2000 school year (see Tables 8.1.1, 8.1.2, 8.2.1, and 8.2.2). Nearly all pupils' households spent money on books and supplies, and eight out of ten spent money on school supplies. Almost six in ten pupils' households spent money on the building or development fund, while about one in four spent money on examination fees, food, and tuition fees. Overall, the highest expenditures were on transportation (nearly UShs. 30,000), coaching (more than UShs. 19,000), tuition (almost UShs. 18,000), and food (about UShs. 16,000).

Widely varying sums were spent on children attending public and non-public schools, with expenditures on pupils in non-public schools generally being considerably higher than those on public school pupils (see Figure 8.4). There was also substantial variation in expenditures on pupils' schooling according to their characteristics, including urban-rural residence, region, and wealth. In contrast, there were no appreciable differences in terms of incidence or amount of expenditures by gender.

Figure 8.4 Mean Non-zero Per-Pupil Household Expenditure on Primary Schooling by Type of Expenditure and Type of School Attended



UDES 2001

The findings suggest that there are many discretionary expenditures on primary schooling, from expenditures on coaching to food to PTA fees, that households may or may not spend money on for their children attending primary school. On the other hand, there are also items that are bought by a very high percentage of households, such as school supplies and uniforms or clothing, which suggests that some of the costs of schooling are borne by nearly all households with children in school. Although households are unlikely to avoid having to spend some money on schooling, they can minimize how much is spent on various costs—as indicated by the differential amounts spent by poorer and wealthier households, for instance.

8.2 Sources of Support for the Monetary Costs of Primary Schooling

Parents/guardians were asked about the various sources of monetary support for each child's primary schooling. These sources include those within the pupil's household (from the pupil himself or herself, from the child's parents and/or other household members) and from outside the household (a scholarship or subsidy, a gift, or borrowing).

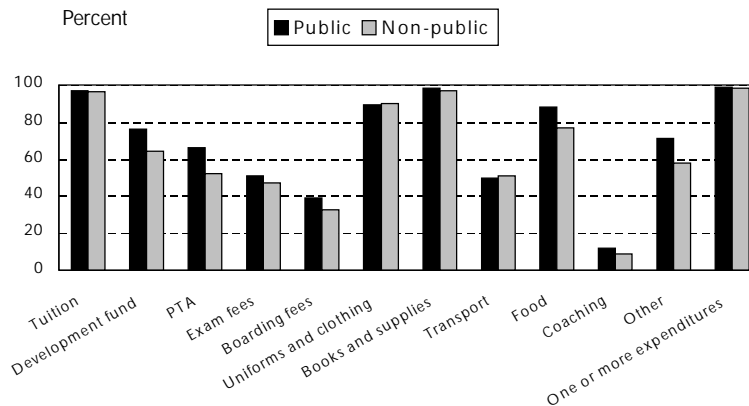
Almost all pupils (99 percent), regardless of their characteristics, received monetary support from their parents and/or others in the household (see Table 8.4). Receipt of a scholarship or subsidy, which did not include government support through UPE, was uncommon. Overall, about 12 percent of pupils were supported by funds obtained through borrowing.

The patterns of support for the costs of schooling are similar by gender, with one exception: 2 percent of female pupils were supported at least partly by their own resources, compared with 5 percent of male pupils. Pupils age 13-18 were more likely than younger children to support the costs of their own schooling (8 versus 1 percent), as were pupils from poorer households.

Borrowing money to support a pupil's schooling was most common in the Western region (26 percent) and least common in the Eastern region (5 percent).

Table 8.4 Sources of support for the monetary costs of primary schooling							
Percentage of primary school pupils who received support from various sources in the 2000 school year, by background characteristics, Uganda DES 2001							
Background characteristic	Sources of support					One or more sources of support	Number of primary school pupils
	Parents/ household	Child himself/herself	Scholarship/ subsidy ¹	Borrowing	Gift		
Age							
6-12	98.6	1.1	1.2	11.3	6.0	99.5	4,953
13-18	98.5	8.3	1.5	14.5	7.7	99.7	2,517
Sex							
Male	98.6	5.1	1.3	12.1	6.3	99.6	3,834
Female	98.5	1.9	1.4	12.7	6.9	99.5	3,636
Residence							
Urban	98.5	2.9	2.9	13.2	8.1	99.9	737
Rural	98.5	3.6	1.2	12.3	6.4	99.5	6,734
Region							
Central	98.4	1.4	3.2	9.7	5.7	99.7	2,372
Eastern	98.8	4.2	0.7	5.1	6.6	99.5	2,295
Northern	98.1	8.2	0.0	11.6	6.7	99.1	994
Western	98.5	2.8	0.5	25.6	7.7	99.6	1,810
Asset Index							
Lowest quintile	98.9	7.4	0.5	10.6	8.1	99.5	1,189
Second quintile	98.1	5.0	0.8	12.8	6.8	99.3	1,432
Middle quintile	98.3	2.5	1.0	13.8	6.5	99.4	1,585
Fourth quintile	98.8	2.3	1.6	12.9	5.1	99.8	1,748
Highest quintile	98.7	1.5	2.5	11.4	7.0	99.6	1,517
Total	98.5	3.5	1.3	12.4	6.6	99.5	7,470
¹ Does not include UPE support							

Figure 8.5 Percentage of Secondary School Students Whose Household Spent Money on Schooling, by Type of School Attended and Type of Expenditure



UDES 2001

8.3 Expenditures on Secondary Schooling

This section of the chapter presents the same kinds of information in section 8.1, except that the expenditure information is for secondary school students. It should also be noted that because in the sample, there are only 615 (unweighted) secondary school students attending public and non-public schools, many of the estimates cannot be provided with confidence across all groups—such as region and wealth—because the sample sizes in some sub-groups are insufficient.⁴

As in section 8.1 of this chapter, the tables in this section present data on expenditures according to the type of school attended by students. Table 8.5 presents information about the percentage of students whose households spent money on each item. Table 8.6 presents the mean total expenditure per student, including students whose households did not spend any money on schooling. Table 8.7 presents mean per-student expenditures for those with non-zero expenditures by all of the individual types of expenditure investigated in the survey, including tuition, the development or building fund, and so on.

Total Expenditures

Nearly all (99 percent) secondary school students' households spent money on schooling during the 2000 school year (see Table 8.5 and Figure 8.5). The mean total expenditure at the secondary level, where no programme equivalent to UPE operates, is more than nine times as high as that at the primary level: UShs. 381,890 versus UShs. 42,250 at the primary level (see Tables 8.6 and 8.2.3). Unlike at the primary level, secondary students attending public schools spent more, on average, than those attending non-public schools. In addition, among students in both types of schools, the mean total expenditure among secondary school students from urban areas is far higher than for students in rural areas (UShs. 535,010 compared with 299,680).

⁴ Estimates based on fewer than 25 unweighted cases are replaced by an asterisk, while those based on 25 to 49 cases are in brackets.

Table 8.5 Household expenditures on secondary schooling

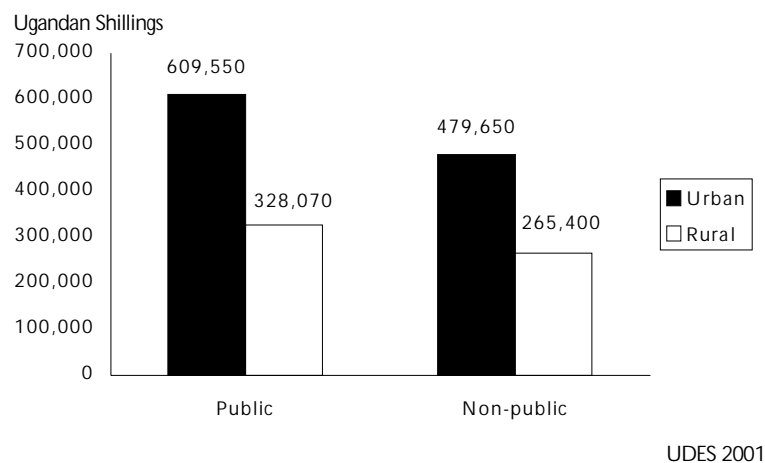
Percentage of secondary school students whose households spent money on various costs of schooling in the 2000 school year, by type of expenditure, type of school attended and background characteristics, Uganda DES 2001

Background characteristic	Expenditures on secondary schooling (percent)											One or more types of expenditures	Number of secondary school students
	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other		
PUBLIC SCHOOL STUDENTS													
Sex													
Male	97.9	72.8	64.6	49.6	36.3	91.8	99.7	47.1	88.3	11.3	71.2	100.0	110
Female	96.7	78.6	67.9	51.4	41.1	86.4	96.7	52.8	86.7	11.7	71.3	98.1	124
Residence													
Urban	98.0	73.0	64.6	51.5	49.2	89.7	98.8	61.8	89.7	13.1	85.1	99.5	69
Rural	97.0	77.1	67.0	50.1	34.5	88.6	97.9	45.2	86.6	10.8	65.5	98.7	165
Region													
Central	96.0	66.0	53.9	56.6	32.4	89.6	96.8	52.3	85.2	11.3	71.8	98.4	112
Eastern	97.4	84.7	75.4	41.3	33.7	92.1	98.9	51.6	86.5	11.5	74.0	98.9	53
Northern	(96.9)	(83.9)	(76.5)	(42.3)	(75.3)	(92.9)	(100.0)	(56.4)	(87.1)	(5.8)	(78.5)	100.0	17
Western	100.0	85.8	80.6	49.5	46.2	83.0	99.5	41.8	93.6	13.7	64.9	100.0	52
Total	97.3	75.9	66.3	50.5	38.8	88.9	98.1	50.1	87.5	11.5	71.3	99.0	234
NON-PUBLIC SCHOOL STUDENTS													
Sex													
Male	97.0	60.3	48.8	47.1	26.3	94.9	97.6	49.0	74.7	10.4	50.4	99.1	110
Female	95.4	67.3	54.5	47.1	38.3	86.0	95.5	52.8	78.6	7.1	64.1	97.9	119
Residence													
Urban	93.6	59.2	51.5	45.8	36.5	87.7	97.0	56.9	75.2	8.7	62.7	97.8	93
Rural	97.9	67.1	51.9	48.0	29.9	92.0	96.2	46.9	77.8	8.7	54.0	98.9	136
Region													
Central	96.0	63.4	50.3	47.8	36.2	91.4	97.9	59.9	84.5	10.2	65.0	98.1	150
Eastern	95.4	60.8	46.9	48.1	14.3	87.1	93.8	24.6	48.4	5.2	36.7	98.4	50
Northern	*	*	*	*	*	*	*	*	*	*	*	*	6
Western	(100.0)	(67.5)	(61.8)	(37.8)	(41.7)	(89.6)	(92.5)	(47.9)	(83.6)	(7.2)	(55.6)	(100.0)	23
Total	96.2	63.9	51.7	47.1	32.5	90.3	96.5	51.0	76.7	8.7	57.5	98.4	229
ALL STUDENTS													
Total	96.7	70.0	59.1	48.8	35.7	89.6	97.3	50.5	82.2	10.1	64.4	98.7	463
Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.													

Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.

Table 8.6 Per-student household expenditures on secondary schooling		
Average annualized per-student household expenditure (Ugandan shillings) on secondary schooling in the 2000 school year, by type of school attended, according to background characteristics, Uganda DES 2001		
Background characteristic	Mean total expenditures (UShs.)	Number of secondary school students
PUBLIC SCHOOL STUDENTS		
Sex		
Male	422,830	110
Female	400,620	124
Residence		
Urban	609,550	69
Rural	328,070	165
Region		
Central	504,240	112
Eastern	316,000	53
Northern	(382,560)	17
Western	315,040	52
Total	411,080	234
NON-PUBLIC SCHOOL STUDENTS		
Sex		
Male	322,890	110
Female	379,210	119
Residence		
Urban	479,660	93
Rural	265,400	136
Region		
Central	417,170	150
Eastern	190,340	50
Northern	*	6
Western	(293,380)	23
Total	352,140	229
ALL STUDENTS		
Sex		
Male	372,840	220
Female	390,110	243
Residence		
Urban	535,010	162
Rural	299,680	301
Region		
Central	454,420	263
Eastern	255,120	103
Northern	(359,010)	22
Western	308,270	75
Total	381,890	463
Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.		

Figure 8.6 Mean Total Annual Per-Student Household Expenditure on Secondary Schooling, by Residence and Type of School Attended



Tuition

Almost 97 percent of secondary school students' households spent money on tuition fees, with students paying, on average, US\$42,480 per year (see Table 8.7). Non-public school students spent slightly less than public school students. There is a sizeable urban-rural difference among students attending non-public schools, with students in urban areas spending US\$58,620, compared with tuition fees of US\$35,580 for students in rural areas.

Development or Building Fund

About seven of ten students' households spent money on the development or building fund (see Table 8.5). The mean expenditure on this fund was US\$4,020, with expenditures on public school students being almost three times as high as those on non-public school students (see Table 8.7).

Parent-Teacher Associations

More than half (59 percent) of the secondary school students paid a PTA fee, with students in public schools being more likely than their non-public school peers to have paid the fee (66 versus 52 percent). Among non-public school students, the PTA fee was nominal (US\$770), while it was considerably more substantial among public school students (US\$6,320).

Examination Fees

Nearly half (49 percent) of students paid examination fees during the 2000 school year. Non-public school students paid slightly more for examination fees than public school students (US\$9,650 versus US\$8,160).

Table 8.7.1 Non-zero per-student household expenditures on secondary schooling for public school students											
Average annual per-student household expenditure (Ugandan shillings) on secondary schooling in the 2000 school year for public school secondary students with non-zero expenditures, by type of expenditure and background characteristics, Uganda DES 2001											
Mean non-zero per-student household expenditures (UShs.)											
Background characteristic	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other
Sex											
Male	44,550	5,690	9,040	8,600	13,730	28,220	42,070	18,430	11,700	*	75,940
Female	36,580	5,750	4,020	7,780	7,450	24,410	45,750	17,870	8,660	*	59,690
Residence											
Urban	41,260	6,450	4,150	9,850	11,150	36,700	68,790	20,070	7,960	*	85,550
Rural	39,980	5,440	7,200	7,440	9,670	21,850	33,520	17,010	11,030	*	57,460
Region											
Central	63,030	9,190	5,180	9,940	10,020	30,420	53,620	15,970	10,590	*	94,200
Eastern	26,460	1,990	3,410	(7,460)	(8,110)	26,230	49,090	(15,880)	3,030	*	36,790
Northern	(41,100)	(3,940)	(740)	(13,540)	(7,650)	(23,000)	(27,930)	(34,030)	(13,510)	*	(52,590)
Western	6,650	4,270	12,490	2,880	13,450	17,720	23,640	(19,880)	14,810	*	44,140
Total	40,360	5,730	6,320	8,160	10,220	26,260	43,990	18,120	10,100	(36,920)	67,350
Note: 1,650 Ugandan shillings = US\$1. An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.											

Table 8.7.2 Non-zero per-student household expenditures on secondary schooling for non-public school students											
Average annual per-student household expenditure (Ugandan shillings) on secondary schooling in the 2000 school year for non-public secondary students with non-zero expenditures, by type of expenditure and background characteristics, Uganda DES 2001											
Mean non-zero per-student household expenditures (UShs.)											
Background characteristic	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other
Sex											
Male	48,060	1,180	110	11,410	(2,750)	26,760	38,800	14,670	8,430	*	40,440
Female	41,460	2,600	1,310	8,030	6,890	23,820	42,290	15,530	5,410	*	48,090
Residence											
Urban	58,620	1,530	260	11,810	9,080	30,100	56,940	17,100	6,810	*	62,990
Rural	35,580	2,210	1,120	8,250	(2,130)	22,180	29,440	(13,510)	6,830	*	31,160
Region											
Central	40,930	1,900	90	10,670	6,430	27,990	49,500	14,820	6,910	*	45,820
Eastern	62,970	(1,200)	(160)	(10,310)	*	18,420	20,950	*	(8,120)	*	(32,370)
Northern	*	*	*	*	*	*	*	*	*	*	*
Western	(36,940)	(4,180)	*	*	*	(22,950)	(26,440)	*	(4,950)	*	*
Total	44,660	1,950	770	9,650	5,280	25,300	40,600	15,130	6,820	31,700	44,930
Note: 1,650 Ugandan shillings = US\$1. An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.											

Table 8.7.3 Non-zero per-student household expenditures on secondary schooling											
Average annual per-student household expenditure (Ugandan shillings) on secondary schooling in the 2000 school year for secondary students with non-zero expenditures, by type of expenditure and background characteristics, Uganda DES 2001											
Mean non-zero per-student household expenditures (UShs.)											
Background characteristic	Tuition	Development fund	PTA	Exam fees	Boarding fees	Uniforms and clothing	Books and supplies	Transport	Food	Coaching	Other
Sex											
Male	46,300	3,650	5,190	9,960	9,120	27,480	40,450	16,510	10,200	(29,450)	61,230
Female	38,960	4,330	2,840	7,900	7,190	24,120	44,060	16,720	7,140	(40,170)	54,210
Residence											
Urban	51,030	3,880	2,130	10,920	10,110	32,940	62,040	18,430	7,350	(42,130)	74,310
Rural	37,980	4,090	4,820	7,800	6,520	22,000	31,690	15,390	9,240	(30,430)	46,570
Region											
Central	50,390	5,090	2,350	10,330	7,870	29,020	51,250	15,280	8,490	(32,450)	67,520
Eastern	43,950	1,670	2,210	8,930	(5,800)	22,530	35,740	14,320	4,780	*	35,330
Northern	35,030	3,010	630	9,380	(6,600)	(22,600)	(27,820)	*	(11,460)	*	(53,820)
Western	(16,110)	(4,240)	(10,670)	*	10,590	19,440	24,470	18,200	11,970	*	46,840
Total	42,480	4,020	3,910	8,870	7,990	25,780	42,320	16,630	8,590	34,690	57,330
Note: 1,650 Ugandan shillings = US\$1. An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.											

Boarding Fees

About 36 percent of students' households paid boarding fees, with those paying fees spending an average of UShs. 7,990 for the year (see Tables 8.5 and 8.7).⁵ Public school students paid nearly twice as much in boarding fees as non-public school students.

Uniforms, Clothing, and Shoes Bought for Use at School

Nearly nine in ten students' households bought uniforms, shoes, or other clothing specifically for school. The mean expenditure for these items was UShs. 25,780, with little difference by type of school attended. For both public and non-public students, students from urban areas spent more on uniforms, clothing, and shoes than students from rural areas (see Table 8.7).

School Supplies

Most students' households bought school supplies during the 2000 school year (see Table 8.5). Students' households, on average, spent as much on school supplies such as books, exercise books, and so on as they did on tuition fees, spending UShs. 42,320 on school supplies (see Table 8.7). Students from urban areas spent twice as much on school supplies as those from rural areas.

Transportation

About half of the students' households paid for children's transportation to and from school. The mean expenditure, which varied little by type of school attended or urban-rural location, was UShs. 16,630 per year.

Food

More than eight in ten students' households spent money on food for children to eat during the school day. The mean expenditure on food was relatively low (UShs. 8,590) and was higher for public than for non-public school students.

Coaching (Private Tutoring)

About 10 percent of students' households spent money on coaching during the 2000 school year (see Table 8.5). The mean expenditure on coaching was UShs. 34,690. On average, students spending money on coaching spent nearly as much on this service as on tuition fees for the year (see Table 8.7). Expenditures on coaching were higher among public than among non-public school students, and they were considerably higher in urban than in rural areas.

Other Expenditures

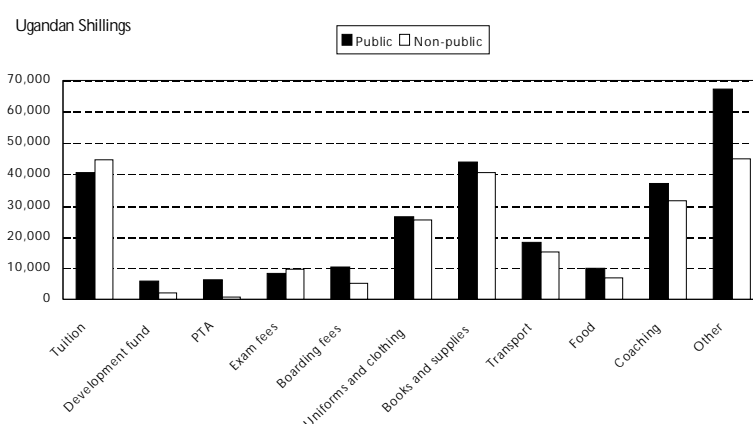
Nearly two-thirds of students' households spent money on other types of school costs. On average, students' households spent more on these other costs than on any other single expenditure item listed above (UShs. 57,330). These other items include many of the same school costs as discussed under other primary school expenditures.

⁵ As show in Chapter 6, about 39 percent of secondary school students attend boarding schools.

Summary

As discussed earlier in this section, on average, secondary school students' households spent about nine times more money total on a year's schooling than primary school students' households. At the secondary level, however, there are minor differences in expenditures by the type of school attended, which is in contrast with the situation at the primary level. As at the primary level, however, there are no gender differences in total expenditures. In terms of expenditures on various items, expenditures are highest on supplies, tuition, and uniforms and clothing (see Figure 8.7).

Figure 8.7 Mean Non-zero Per-Student Household Expenditure on Secondary Schooling, by Type of Expenditure and Type of School Attended



UDES 2001

8.4 Sources of Support for the Monetary Costs of Secondary Schooling

As was the case at the primary level, nearly all (97 percent) of secondary school students, regardless of their characteristics, received monetary support for schooling from their parents and/or others in the household (see Table 8.8). Male students were more than three times as likely as female students to have provided some of the money themselves, and they were less likely than female students to have received gifts in support of schooling.

Table 8.8 Sources of support for the monetary costs of secondary schooling

Percentage of secondary school students receiving support from various sources in the 2000 school year, by background characteristics, Uganda DES 2001

Background characteristic	Sources of support					One or more sources of support	Number of secondary school students
	Parents/ household	Child himself/herself	Scholarship/ subsidy	Borrowing	Gift		
Sex							
Male	98.3	19.3	3.8	23.2	11.4	100.0	227
Female	95.4	5.7	3.2	24.3	16.4	99.4	253
Residence							
Urban	97.5	11.4	4.6	22.0	14.0	99.4	167
Rural	96.4	12.5	2.9	24.7	14.1	99.8	313
Region							
Central	98.0	8.9	4.0	23.4	13.0	99.7	273
Eastern	95.8	19.3	4.7	18.1	7.2	99.4	106
Northern	(89.6)	(18.4)	(0.0)	(24.1)	(23.3)	100.0	25
Western	96.2	12.0	1.2	32.9	24.2	100.0	76
Total	96.8	12.2	3.5	23.8	14.0	99.7	480

Note: Parentheses indicate that a figure is based on fewer than 50 unweighted cases.

This chapter presents information about non-monetary contributions made to schools and teachers by household members, including the time children spend in school, time spent on homework, parent/guardian visits to schools, and other household contributions. The time household members spend at school, visiting school, working at school to construct or maintain buildings, and so on has value to the household, and this time could alternatively be spent supporting the household in other ways. In addition, the non-monetary resources devoted to schooling also have value to the household and constitute part of the cost of schooling to households. This chapter quantifies some of these additional household contributions to schooling and discusses patterns of difference across groups.

9.1 Time Children Spend at School

Table 9.1 presents the distribution of primary and secondary school pupils by the amount of time spent at school on the average school day.¹ Because of the difficulty of quantifying how much time is spent on school activities by children staying at boarding school and the time spent on homework, this question, as well as the questions used to produce Tables 9.2 and 9.3, were asked only about children who were day pupils at the time the household was surveyed.

Overall, secondary school students spend more time at school (nearly 9 hours per day) than primary school pupils (about 7 hours per day). Because P1 and P2 classes meet only for half days, pupils at these levels spend the least time at school (about 5 hours). From P3 through P7, pupils spend between 8 and 9 hours per day at school. At both the primary and secondary levels, there is virtually no gender difference in the time spent at school.

At the primary level, pupils in rural areas spend less time in school than those in urban areas. Pupils in rural areas are more likely than those in urban areas to spend up to 5 hours per day in school (31 versus 20 percent) and are less likely to spend more than 8 hours in school (27 versus 44 percent). The same situation holds at the secondary level, with 76 percent of urban students spending more than 8 hours in school, compared with 57 percent of students in rural areas. The survey does not provide information about differences in time spent on academic or extracurricular activities, but makes clear that on average, pupils and students in urban areas spend more time at school than those in rural areas. Differences by region and type of school attended are minor at both levels of schooling.

¹ This time includes time spent in classes and after-class study sessions, as well as time on extracurricular activities such as sports or drama, etc. The time does not include traveling time to and from school.

Table 9.1 Time pupils spend at school							
Percent distribution of primary and secondary school day pupils by time spent at school per day and by level of schooling, according to school class/year and background characteristics, Uganda DES 2001							
Background characteristic	Hours spent at school				Total	Number of day pupils	Mean hours spent at school per day
	Up to 5	More than 5, up to 8	More than 8	Don't know/missing			
PRIMARY							
Class							
1	77.1	21.1	1.3	0.5	100.0	1,718	5.2
2	72.0	24.2	3.3	0.5	100.0	1,501	5.4
3	1.3	60.5	37.7	0.5	100.0	1,443	8.2
4	0.4	56.1	43.4	0.1	100.0	1,239	8.4
5	0.3	53.6	46.1	0.0	100.0	1,016	8.4
6	0.0	43.1	56.8	0.1	100.0	724	8.6
7	0.4	39.4	60.3	0.0	100.0	533	8.9
Sex							
Male	30.5	40.9	28.4	0.2	100.0	4,230	7.2
Female	29.0	41.3	29.3	0.4	100.0	3,947	7.2
Residence							
Urban	19.8	35.6	43.7	0.9	100.0	715	7.9
Rural	30.7	41.6	27.4	0.3	100.0	7,462	7.1
Region							
Central	22.1	46.0	31.6	0.3	100.0	2,567	7.5
Eastern	31.1	37.0	31.9	0.0	100.0	2,436	7.2
Northern	36.1	32.4	31.0	0.5	100.0	1,172	6.9
Western	34.4	44.8	20.3	0.5	100.0	2,003	6.9
Total	29.8	41.1	28.8	0.3	100.0	8,178	7.2
SECONDARY							
Year							
Secondary 1-4	0.6	37.5	61.4	0.5	100.0	474	8.7
Secondary 5-6	(0.0)	(23.3)	(76.7)	(0.0)	100.0	20	(9.3)
Sex							
Male	0.0	36.2	63.8	0.0	100.0	233	8.8
Female	1.0	37.7	60.4	0.9	100.0	261	8.6
Residence							
Urban	0.2	23.0	75.7	1.1	100.0	127	9.1
Rural	0.7	41.8	57.3	0.2	100.0	367	8.6
Region							
Central	0.1	33.4	66.1	0.3	100.0	269	8.9
Eastern	1.7	42.8	55.2	0.3	100.0	137	8.4
Northern	*	*	*	*	*	8	*
Western	0.0	39.2	59.7	1.1	100.0	80	8.6
Total	0.5	37.0	62.0	0.5	100.0	494	8.7
Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases.							

9.2 Homework

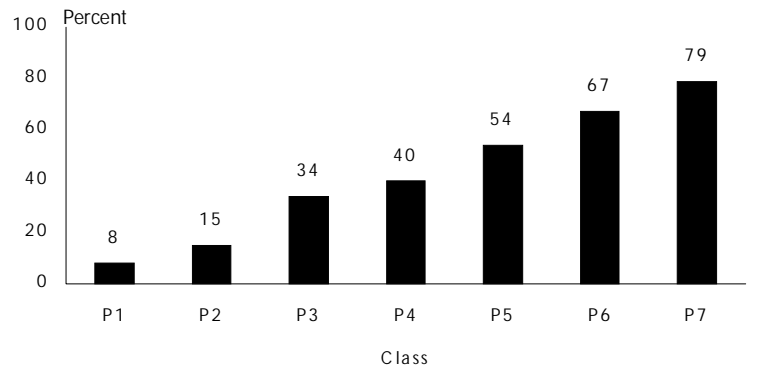
Table 9.2 presents information about how much time primary school pupils and secondary school students spend doing homework outside school during the average school week.² It should be noted that in addition to the homework done outside of school, many pupils and students may also do homework during the school day, and that the 2001 UDES did not inquire into this happening.

² Time spent at study sessions at school is not included. Only time spent studying at home, at a library, at friends' or relatives' homes, and at other non-school sites is included.

Table 9.2 Time pupils spend on homework								
Percent distribution of primary and secondary school day pupils by whether pupils do homework outside school and time spent per week on homework and by level of schooling, according to school class/year and background characteristics, Uganda DES 2001								
Background characteristic	Hours spent on homework per week					Total	Number of day pupils	Mean hours spent on homework per week
	No homework	Up to 3	4	More than 4	Don't know missing			
PRIMARY								
Class								
1	91.1	4.7	0.9	2.0	1.3	100.0	1,718	0.2
2	83.6	8.8	1.0	4.7	1.8	100.0	1,501	0.5
3	65.6	16.3	3.1	10.8	4.2	100.0	1,443	1.3
4	55.1	22.0	3.1	15.0	4.8	100.0	1,239	1.7
5	42.8	25.0	6.1	22.9	3.3	100.0	1,016	2.6
6	28.8	28.3	4.6	34.2	4.1	100.0	724	3.7
7	15.3	23.9	7.1	47.6	6.1	100.0	533	5.2
Sex								
Male	64.5	15.6	2.9	13.9	3.2	100.0	4,230	1.6
Female	62.0	16.5	3.1	15.1	3.3	100.0	3,947	1.6
Residence								
Urban	35.1	24.6	6.2	31.0	3.1	100.0	715	3.2
Rural	66.0	15.2	2.7	12.9	3.3	100.0	7,462	1.5
Region								
Central	54.3	17.5	4.9	21.9	1.4	100.0	2,567	2.2
Eastern	65.8	17.9	2.1	8.6	5.6	100.0	2,436	1.2
Northern	60.8	13.5	3.6	17.1	5.1	100.0	1,172	2.0
Western	73.1	13.3	1.4	10.5	1.7	100.0	2,003	1.1
Total	63.3	16.0	3.0	14.5	3.3	100.0	8,178	1.6
SECONDARY								
Year								
Secondary 1-4	18.7	19.1	6.5	44.8	11.0	100.0	474	5.7
Secondary 5-6	(19.7)	(1.9)	(10.6)	(59.4)	(8.4)	100.0	20	(8.3)
Sex								
Male	19.5	20.9	5.6	44.0	9.9	100.0	233	5.1
Female	18.0	16.1	7.6	46.6	11.7	100.0	261	6.4
Residence								
Urban	19.0	11.3	8.1	47.2	14.5	100.0	127	5.8
Rural	18.6	20.9	6.2	44.8	9.6	100.0	367	5.8
Region								
Central	22.8	15.9	7.2	46.0	8.1	100.0	269	6.1
Eastern	14.3	24.5	5.5	36.7	19.0	100.0	137	5.2
Northern	*	*	*	*	*	*	8	*
Western	14.0	16.8	6.7	56.6	5.8	100.0	80	5.5
Total	18.7	18.4	6.7	45.4	10.9	100.0	494	5.8
Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on fewer than 50 unweighted cases								

As might be expected, homework is more common at the secondary level: About one in three primary school pupils does homework outside school, while more than seven in ten secondary school students do homework outside school. The higher children progress in the school system, the more likely they are to do homework (see Figure 9.1). The time spent per week on homework also increases as children progress, from less than 2 hours at the primary level to nearly 6 hours per week at the secondary level.

Figure 9.1 Percentage of Primary School Pupils Doing Homework Outside of School, by Class



UDES 2001

At the primary level, there are minimal gender differences in the homework pattern. At the secondary level, however, while similar percentages of male and female students do homework, female students spend an hour more per week doing homework (6.4 versus 5.1 hours).

At the primary level, pupils in urban areas are almost twice as likely as those in rural areas to do homework, and pupils in urban areas who do homework spend twice as much time on the task as rural pupils (3.2 versus 1.5 hours). Pupils in the Western region are least likely to do homework and, along with pupils in the Eastern region, spend the least time doing homework.

In addition to the time children spend doing homework, other household members may spend time helping children with homework (see Table 9.3). More than half (57 percent) of primary school pupils receive assistance with homework from someone in the household, while at the secondary level, one in three students receives assistance. Furthermore, there is a notable difference in the percentage of children receiving assistance by primary class: While nearly 84 percent of P1 pupils receive assistance, only 45 percent of children in P7 receive help (see Figure 9.2). This difference in the percentage of children receiving help with homework may have to do partly with the degree of difficulty of the homework. Household members who have attended primary school themselves are more likely to be able to assist children with primary-level homework, whereas fewer household members have attended secondary school and so are less well equipped to assist students at that level.

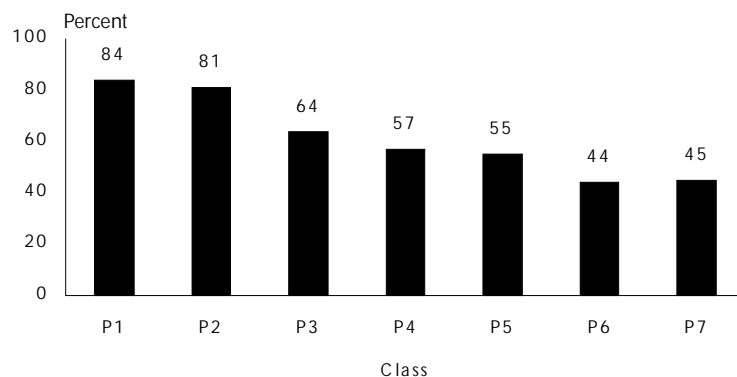
Urban-rural differences at the primary level are sizeable, with 53 percent of pupils in rural areas receiving assistance, compared with 77 percent of urban pupils. Children in the Western region are least likely to be assisted, and those in the Central region most likely to receive help.

Table 9.3 Household assistance with homework

Among children who have homework, percent distribution of primary and secondary school day pupils by whether a household member assists the pupil with homework and the frequency of this assistance and by level of schooling, according to school class/year and background characteristics, Uganda DES 2001

Level of schooling, according to school class/year and background characteristics, Uganda DES 2001						
Background characteristic	No assistance provided	Assistance provided			Total	Number of day pupils
		Sometimes	Frequently	Don't know/missing		
PRIMARY						
Class						
1	16.2	29.3	54.4	0.0	100.0	132
2	18.8	23.5	57.7	0.0	100.0	220
3	34.7	11.9	52.5	0.9	100.0	443
4	42.8	10.4	46.8	0.0	100.0	498
5	44.7	9.2	46.1	0.1	100.0	548
6	55.7	8.9	35.2	0.2	100.0	487
7	54.4	7.3	38.0	0.3	100.0	425
Sex						
Male	44.2	11.2	44.3	0.3	100.0	1,380
Female	41.3	12.0	46.5	0.2	100.0	1,377
Residence						
Urban	23.0	19.3	57.5	0.2	100.0	447
Rural	46.5	10.2	43.0	0.3	100.0	2,311
Region						
Central	35.3	14.8	49.9	0.0	100.0	1,141
Eastern	45.7	9.2	45.0	0.1	100.0	697
Northern	43.9	11.1	43.6	1.4	100.0	411
Western	54.4	8.4	37.2	0.0	100.0	508
Total	42.7	11.6	45.4	0.2	100.0	2,757
SECONDARY						
Year						
Secondary 1-4	67.0	3.3	29.6	0.1	100.0	334
Secondary 5-6	*	*	*	*	*	14
Sex						
Male	71.1	2.4	26.4	0.1	100.0	165
Female	64.1	3.9	32.0	0.0	100.0	183
Residence						
Urban	65.0	2.9	31.9	0.2	100.0	85
Rural	68.2	3.2	28.5	0.0	100.0	263
Region						
Central	64.6	3.2	32.2	0.0	100.0	186
Eastern	63.8	1.9	34.2	0.2	100.0	92
Northern	*	*	*	*	*	7
Western	80.8	5.2	14.0	0.0	100.0	64
Total	67.4	3.2	29.3	0.1	100.0	349
Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases.						

Figure 9.2 Percentage of Primary School Pupils Receiving Assistance with Homework from Household Member, by Class



UDES 2001

9.3 Parent/Guardian Involvement at Primary Schools

One measure of parent/guardian involvement in children's primary schooling is the frequency with which parents/guardians visit school for various reasons. Table 9.4 presents information on parent/guardian visits to primary schools within the 12 months preceding the interview for the purpose of attending parent-teacher association meetings; attending a celebration, performance, or sporting event;

Table 9.4 Parent/guardian involvement at primary school						
Percentage of parents/guardians with one or more children in primary school who have gone to a primary school in the last 12 months for a PTA meeting; a celebration, performance, or sports event; a meeting with a head teacher or teacher; or to observe teachers teaching classes, by background characteristics, Uganda DES 2001						
Background characteristic	Attended PTA meeting ¹	Attended celebration, performance, sports event	Attended meeting with head teacher or teacher	Observed teachers teaching	One or more visits	Number of parents/guardians
Sex						
Male	64.5	67.3	72.2	24.0	88.6	1,622
Female	47.1	52.8	53.5	14.0	70.7	2,099
Residence						
Urban	48.7	59.8	65.4	29.6	78.2	385
Rural	55.4	59.1	61.2	17.1	78.5	3,336
Region						
Central	55.0	69.9	66.9	26.5	82.1	1,171
Eastern	44.8	51.6	58.9	12.5	73.8	1,074
Northern	53.6	58.7	44.1	14.1	75.2	556
Western	66.6	54.5	68.7	17.5	81.4	920
Total	54.7	59.1	61.6	18.4	78.5	3,721
Note: Six percent of parents/guardians said there was no PTA operating at the child's school, whereas 24 percent said a PTA existed, but that they had not attended a meeting in the last 12 months.						

meeting with a head teacher or teacher; and observing teachers as they teach classes.³ It is possible that during a single visit to the school, a parent/guardian participated in more than one of the events asked about, perhaps attending a PTA meeting and meeting with the head teacher on that single visit.

In the 12 months preceding the survey interview, eight in ten parents/guardians went to school for one or more of the aforementioned reasons. Male respondents were more likely than female respondents to have visited school for one or more reasons (89 versus 71 percent). The majority of parents/guardians met with a teacher or head teacher (62 percent); attended a celebration, performance, or sporting event (59 percent); or attended a PTA meeting (55 percent). Nearly one in five (18 percent) parents/guardians went to school and observed teachers as they taught classes. Urban-rural differences are minor, with rural parents/guardians being more likely to have attended a PTA meeting and less likely to have met with a teacher or head teacher or to have observed teachers teaching.

9.4 Other Contributions to Schooling

Table 9.5 presents information on other household contributions to schools and to teachers over the 12 months prior to the survey interview.⁴ Households often contribute additional money to support the construction or maintenance of school buildings, to pay for the digging and construction of a toilet block, to buy computers, or to support other school projects. Households may also provide materials to the school, providing thatching materials for school roofs or other material assistance or providing food for use at school. Household members may also donate their labour to schools, working to construct or maintain school buildings, to clear school land, and so on. Some of these same kinds of contributions may also be made to school teachers. Nearly two in three parent/guardian households have made one or more contributions (of money, materials or food, or labour) to primary schools, while almost one in four has contributed money, materials or food, or labour to primary school teachers.⁵

Table 9.5 Other household contributions to schooling									
Percentage of parents/guardians whose households have contributed money, materials, or labour to primary schools and/or teachers within the last 12 months, by background characteristics, Uganda DES 2001									
Background characteristic	Contributions to schools				Contributions to teachers				Number of parents/guardians
	Money	Materials	Labour	One or more contributions	Money	Food	Labour	One or more contributions	
Residence									
Urban	42.8	9.1	7.8	47.2	10.6	5.1	2.7	15.1	481
Rural	46.0	24.3	40.3	66.4	5.5	15.9	9.8	24.4	3,765
Region									
Central	43.3	12.3	20.5	53.1	6.1	16.3	6.3	23.0	1,409
Eastern	42.1	26.3	38.3	61.4	4.1	11.9	11.0	20.6	1,164
Northern	25.8	37.1	60.4	70.5	4.7	7.9	18.0	23.0	646
Western	65.4	23.1	42.0	78.6	9.0	20.0	4.6	27.0	1,026
Total	45.7	22.5	36.7	64.2	6.1	14.7	9.0	23.3	4,246

³ Only parents/guardians with one or more children in primary school were asked these questions.

⁴ Only parents/guardians with one or more children in school were asked these questions.

⁵ In addition to money spent on a given child, households may also make other general contributions to schools and teachers.

Overall, parent/guardian households in rural areas are more likely than those in urban areas to have made one or more contributions to schools (66 versus 47 percent) and to teachers (24 versus 15 percent). Notable differences exist in the incidence of contributions to schools. Parent/guardian households are most likely to have contributed money to schools, rather than materials or food or labour. Interestingly, there are minimal urban-rural differences in contributions to schools, yet rural households are much more likely than urban households to contribute materials and labour to schools. Similarly, rural households are more likely than urban households to contribute food and labour to teachers. Parent/guardian households in urban areas, however, are almost twice as likely as those in rural areas to have provided additional money to teachers (apart from whatever money may be paid in coaching fees). It may be that some parent/guardian households pay extra money to teachers to encourage teachers to spend additional time assisting children with schoolwork above and beyond the usual effort made in the classrooms.

Parent/guardian households in the Western region are most likely to have made one or more contributions to schools (79 percent), while those in the Central region are least likely (53 percent) to have made one or more contributions. Across regions, the patterns of contributions to teachers are similar.

This chapter presents data on parents'/guardians' knowledge of the Universal Primary Education (UPE) initiative, the perceived effects of UPE, and issues related to school governance. The findings of this chapter suggest how widely information on UPE has been disseminated and also help provide insight into parents' and guardians' perceptions of the effects of UPE on the quality of primary schooling.

10.1 Universal Primary Education

Table 10.1 shows the percentages of parent/guardian respondents who are aware of the government's policy of Universal Primary Education. Nearly all parents/guardians (97 percent) have heard of UPE. Differences according to sex, wealth, urban-rural residence, and region are minimal. These results suggest that efforts to familiarize Ugandans with the policy have been enormously effective.

Table 10.1 Awareness of UPE policy		
Percentage of parents/guardians who have heard of Universal Primary Education (UPE), by background characteristics, Uganda DES 2001		
Background characteristic	Has heard of UPE	Number of parents/guardians
Sex		
Male	98.4	1,857
Female	95.7	2,389
Residence		
Urban	98.8	481
Rural	96.7	3,765
Region		
Central	97.9	1,409
Eastern	99.1	1,164
Northern	91.9	646
Western	96.1	1,026
Asset Index		
Lowest quintile	94.8	854
Second quintile	94.7	846
Middle quintile	98.1	914
Fourth quintile	97.6	865
Highest quintile	99.3	767
Total	96.9	4,246

Understanding of UPE Policy

Parents/guardians who had heard of UPE were asked about policies related to UPE, including whether the government or pupils' families were responsible for providing tuition fees, uniforms, school supplies, and midday meals for pupils under the program. Table 10.2 shows that the majority of parent/guardian respondents aware of UPE are also familiar with the intended sharing of responsibilities under UPE as set out by the Government of Uganda (GOU). Most parents/guardians (96 percent) are aware that tuition fees are not to be covered by the pupils' household. The majority of parents/guardians are also aware that that pupils' households are responsible for providing uniforms (98 percent) and school supplies such as exercise books (97 percent). About 93 percent of parents/guardians are aware that families are responsible for providing midday meals for pupils.

Table 10.2 Perceived family responsibility for various costs of schooling under UPE						
Among parents/guardians who have heard of UPE, percentage who perceive that the family is responsible for specific costs of schooling, by background characteristics, Uganda DES 2001						
Background characteristic	Percentage who believe family is responsible for costs of schooling					Number of parents/guardians
	Tuition fees	Uniforms	School supplies	Midday meals	Textbooks	
Sex						
Male	2.5	98.7	98.0	92.7	31.8	1,827
Female	5.0	97.9	96.5	92.4	34.5	2,288
Residence						
Urban	6.5	98.4	97.1	90.7	40.8	475
Rural	3.6	98.2	97.2	92.8	32.3	3,639
Region						
Central	6.3	98.4	97.0	94.2	38.6	1,380
Eastern	2.7	99.2	99.0	94.3	39.9	1,154
Northern	1.8	97.3	96.4	78.9	31.3	594
Western	3.4	97.4	95.8	96.4	19.4	987
Asset Index						
Lowest quintile	3.2	97.7	97.1	88.6	33.4	810
Second quintile	4.3	97.7	96.1	88.5	32.6	802
Middle quintile	3.3	98.0	96.9	94.4	30.6	897
Fourth quintile	4.0	98.4	97.6	96.4	33.8	844
Highest quintile	5.0	99.3	98.4	94.8	36.5	762
Total	3.9	98.2	97.2	92.6	33.3	4,114
Note: Between 1 and 2 percent of parents/guardians who had heard of UPE did not know whether government or pupils' families were responsible for the cost of tuition, uniforms, school supplies, or midday meals. About 9 percent of parents/guardians who had heard of UPE did not know who was responsible for the costs of textbooks.						

Overall, parents/guardians are less sure about who is responsible for the provision of textbooks. Thirty-three percent of parents/guardians believe that the family is responsible for providing textbooks, indicating that the majority of parents/guardians are aware of the stated policy that the GOU is responsible for providing textbooks. Parents/guardians in urban areas are more likely than those in rural areas to be aware of the textbook policy, and male parents/guardians are more likely than female parents/guardians to know that according to stated policy, the GOU is responsible for providing textbooks. Parents/guardians in the Northern region are less likely than those in the other regions to be aware of the textbook policy.

Information on UPE

Table 10.3 presents parents'/guardians' sources of information about UPE for those who were aware of the policy. More than 91 percent of the parents aware of UPE received information from one or more of the sources asked about: other parents, their own children, a teacher or head teacher, the radio, newspapers, and politicians or local leaders. The majority of parents/guardians aware of UPE have received information about it from the radio (71 percent), from politicians or local leaders (68 percent), or from other parents (63 percent). Parents/guardians were less likely to have received information from teachers or head teachers (43 percent), their own children (32 percent), or newspapers (20 percent).

10.3 Sources of information about UPE								
Percentage of parents/guardians who have heard of Universal Primary Education (UPE) who have received information about UPE, by source of information and background characteristics, Uganda DES 2001								
Background characteristic	Source of information about UPE						Information from one or more sources	Number of parents/guardians
	Other parents	Own children	Teacher or head teacher	Radio	Newspaper	Politicians or local leaders		
Sex								
Male	63.3	33.2	51.3	78.8	27.5	73.2	92.9	1,827
Female	62.3	31.5	36.9	64.6	14.3	63.6	89.9	2,288
Residence								
Urban	63.9	24.9	33.9	80.7	42.1	70.9	92.5	475
Rural	62.6	33.2	44.6	69.6	17.3	67.4	91.0	3,639
Region								
Central	49.7	12.5	28.8	79.1	22.2	62.4	89.7	1,380
Eastern	67.6	42.3	48.0	62.2	18.0	65.5	84.4	1,154
Northern	81.8	57.5	70.3	67.3	22.8	73.3	98.9	594
Western	63.8	33.1	42.0	71.7	18.2	75.0	96.7	987
Asset Index								
Lowest quintile	67.7	37.9	44.6	59.1	9.8	67.5	90.9	810
Second quintile	66.1	37.7	49.0	66.7	16.4	69.1	92.8	802
Middle quintile	58.8	31.6	41.7	70.6	15.2	66.1	90.8	897
Fourth quintile	60.7	29.3	43.2	78.6	21.0	68.6	91.7	844
Highest quintile	60.9	24.7	38.1	79.6	40.0	68.1	89.8	762
Total	62.7	32.3	43.3	70.9	20.2	67.8	91.2	4,114

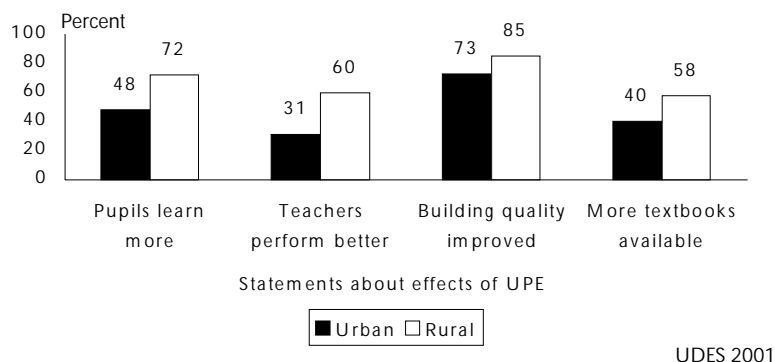
Differences by parents'/guardians' gender, wealth, and residence show the different modes of communication among sub-groups. For example, those in the higher wealth quintiles were more likely than those in the lower wealth quintiles to receive information about UPE through the radio or newspaper. Similarly, urban parents/guardians were more likely than rural parents/guardians to receive information about UPE through the radio or newspapers.

Male parents/guardians were more likely than female parents/guardians to have received information from a head teacher or teacher, a finding consistent with the fact that male parents/guardians are more likely to have visited schools over a 12-month period (see Chapter 9). Other differences in sources of information largely reflect differences in access to information, wealth, and literacy among parents/guardians: Male parents/guardians are more likely than female parents/guardians to be literate (see Chapter 4) and to have received information about UPE from newspapers (28 versus 14 percent). A similar situation exists between urban and rural areas, with 42 percent of urban parents/guardians receiving information about UPE from newspapers, compared with 17 percent in rural areas. Wealthier parents/guardians are more likely than poorer parents/guardians to have received information about UPE from the radio or in newspapers.

Perceived Effects of UPE

Parents/guardians were asked whether they agreed or disagreed with a series of statements about changes in the primary school system since the advent of UPE. A series of tables (10.4.1 through 10.4.4) presents the percent distribution of parents/guardians by their responses to the following statements: Since the start of UPE in 1997, a) students in primary schools are learning more; b) the performance of primary school teachers has improved; c) the quality of primary school buildings has improved; and 4) there are more textbooks available in schools (see Figure 10.1).

Figure 10.1 Percentage of Parents/Guardians Agreeing with Statements about Effects of Universal Primary Education (UPE), by Residence



Nearly 70 percent of parent/guardian respondents agreed that since the start of UPE, pupils are learning more in school, while 25 percent of parents/guardians disagreed with the statement (see Table 10.4.1). Respondents in urban areas were substantially more likely than those in rural areas to disagree with the statement (46 versus 22 percent). Similarly, parents/guardians from wealthier households were more likely than those from poorer households to disagree with the statement. Respondents in the Western region were far more likely to agree that pupils are learning more in school now than before the start of UPE than respondents in other regions.

More than half (57 percent) of the parents/guardians agreed that teachers are performing better since the start of UPE (see Table 10.4.2). Respondents in urban areas were twice as likely to disagree that teachers are performing better. Respondents from the Central region were less likely than parents/guardians in other regions to agree with the statement. Parents/guardians from wealthier households were less likely than those from poorer households to agree that teachers are performing better since the start of UPE.

Table 10.4.1 Perceived effects of UPE on pupil learning					
Percent distribution of parents/guardians who have heard of Universal Primary Education (UPE), by opinion on the effects of UPE on primary school pupil learning, according to background characteristics, Uganda DES 2001					
Background characteristic	Pupils are learning more under UPE than before UPE			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	70.5	25.7	3.8	100.0	1,827
Female	68.9	23.9	7.1	100.0	2,288
Residence					
Urban	47.6	45.9	6.4	100.0	475
Rural	72.5	21.9	5.6	100.0	3,639
Region					
Central	54.1	39.4	6.5	100.0	1,380
Eastern	75.9	19.3	4.8	100.0	1,154
Northern	75.3	13.0	11.6	100.0	594
Western	80.6	17.5	1.9	100.0	987
Asset Index					
Lowest quintile	75.9	13.7	10.4	100.0	810
Second quintile	75.8	18.3	6.0	100.0	802
Middle quintile	76.9	18.9	4.2	100.0	897
Fourth quintile	67.9	29.0	3.1	100.0	844
Highest quintile	49.8	45.2	5.0	100.0	762
Total	69.6	24.7	5.7	100.0	4,114

Table 10.4.2 Perceived effects of UPE on teacher performance					
Percent distribution of parents/guardians who have heard of Universal Primary Education (UPE), by opinion on the effects of UPE on primary school teacher performance, according to background characteristics, Uganda DES 2001					
Background characteristic	Teachers perform better under UPE than before UPE			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	58.4	36.3	5.3	100.0	1,827
Female	54.8	33.5	11.6	100.0	2,288
Residence					
Urban	30.8	61.3	7.9	100.0	475
Rural	59.8	31.3	8.9	100.0	3,639
Region					
Central	40.1	50.4	9.6	100.0	1,380
Eastern	60.1	30.9	9.0	100.0	1,154
Northern	69.0	16.2	14.7	100.0	594
Western	67.5	28.6	4.0	100.0	987
Asset Index					
Lowest quintile	64.3	20.7	15.1	100.0	810
Second quintile	61.7	27.8	10.5	100.0	802
Middle quintile	63.8	28.6	7.7	100.0	897
Fourth quintile	53.2	42.1	4.7	100.0	844
Highest quintile	37.5	56.2	6.3	100.0	762
Total	56.4	34.7	8.8	100.0	4,114

Few respondents (12 percent) disagreed that the quality of school buildings has improved since the start of UPE (see Table 10.4.3). Parents/guardians in urban areas were almost twice as likely as those in rural areas to disagree with the statement. Similarly, parents/guardians in the highest wealth quintile were much more likely than those in the lower quintiles to disagree with the statement. Parents/guardians from the Central region were more likely than those in other regions to disagree that the quality of school buildings has improved (20 percent).

Table 10.4.3 Perceived effects of UPE on building quality					
Percent distribution of parents/guardians who have heard of Universal Primary Education (UPE), by opinion on the effects of Universal Primary Education (UPE) on primary school building quality, according to background characteristics, Uganda DES 2001					
Background characteristic	Quality of school buildings has improved under UPE			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	84.8	13.6	1.6	100.0	1,827
Female	82.0	12.3	5.7	100.0	2,288
Residence					
Urban	72.6	21.5	5.9	100.0	475
Rural	84.6	11.8	3.6	100.0	3,639
Region					
Central	74.1	20.4	5.4	100.0	1,380
Eastern	84.6	10.2	5.2	100.0	1,154
Northern	91.7	6.1	2.2	100.0	594
Western	89.3	9.6	1.1	100.0	987
Asset Index					
Lowest quintile	83.9	10.9	5.3	100.0	810
Second quintile	84.4	11.3	4.3	100.0	802
Middle quintile	85.3	11.1	3.5	100.0	897
Fourth quintile	85.5	11.7	2.9	100.0	844
Highest quintile	76.5	20.1	3.3	100.0	762
Total	83.2	12.9	3.9	100.0	4,114

About 56 percent of parents/guardians agreed that since the start of UPE more textbooks are available, while 12 percent disagreed with the statement and 32 percent either did not have an opinion or did not answer the question (see Table 10.4.4). Respondents from urban areas were almost twice as likely as those from rural areas to disagree with the statement. Parents/guardians in the Central region were more likely than those in other regions to disagree with the statement.

Table 10.4.4 Perceived effects of UPE on textbook availability					
Percent distribution of parents/guardians who have heard of Universal Primary Education (UPE), by opinion on the effects of UPE on primary school textbook availability, according to background characteristics, Uganda DES 2001					
Background characteristic	More textbooks are available under UPE			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	62.5	12.6	24.8	100.0	1,827
Female	49.8	12.2	38.0	100.0	2,288
Residence					
Urban	39.5	21.3	39.2	100.0	475
Rural	57.6	11.2	31.2	100.0	3,639
Region					
Central	38.0	18.5	43.5	100.0	1,380
Eastern	58.3	11.2	30.5	100.0	1,154
Northern	59.9	5.4	34.7	100.0	594
Western	74.0	9.5	16.5	100.0	987
Asset Index					
Lowest quintile	53.5	7.9	38.6	100.0	810
Second quintile	56.6	11.3	32.1	100.0	802
Middle quintile	59.7	9.6	30.7	100.0	897
Fourth quintile	60.7	12.7	26.7	100.0	844
Highest quintile	45.7	21.3	33.0	100.0	762
Total	55.5	12.4	32.1	100.0	4,114

10.2 School Governance

This section of the chapter presents the percent distribution of parents/guardians with one or more children in primary school, according to whether the parent/guardian reported that there is a parent-teacher association and a School Management Committee (SMC) at the school the children attend. PTAs are voluntary organizations run by parents and teachers that are mainly concerned with the welfare of students and teachers and the overall development of the school. The SMCs are the statutory representatives of the MoES at the primary school level and are mainly concerned with formal planning, budgeting, and overall development of the school.

About 83 percent of parents/guardians said that there is a PTA at the school their children attend (see Table 10.5). A similar percentage said that there is an SMC at the primary school their children attend.

Parents/guardians who said there was an SMC at the school their children attend were asked whether they thought the SMC was doing a good job. About eight in ten respondents said that the SMC was doing a good job, while 11 percent said it was not and 10 percent did not have an opinion or did not answer the question (see Table 10.6). There were minor differences by background characteristics.

Table 10.5 Parent-teacher association (PTA) and School Management Committee (SMC)									
Percent distribution of parents/guardians by existence of PTA and SMC in the primary school attended by their children, according to background characteristics, Uganda DES 2001									
Background characteristic	PTA			Total	SMC			Total	Number of parents/guardians
	PTA at school	No PTA at school	Don't know/missing		SMC at school	No SMC at school	Don't know/missing		
Residence									
Urban	77.5	10.4	12.1	100.0	83.1	3.0	13.8	100.0	385
Rural	83.7	5.8	10.5	100.0	82.9	3.5	13.6	100.0	3,336
Region									
Central	78.3	9.5	12.3	100.0	82.1	5.9	12.0	100.0	1,171
Eastern	77.0	9.8	13.1	100.0	85.1	2.4	12.5	100.0	1,074
Northern	86.7	1.3	12.1	100.0	80.1	2.1	17.8	100.0	556
Western	93.8	1.1	5.1	100.0	83.0	2.5	14.5	100.0	920
Total	83.0	6.3	10.7	100.0	82.9	3.5	13.6	100.0	3,721

Table 10.6 Approval of the job done by the School Management Committee					
Percent distribution of parents/guardians who agree that the SMC is doing a good job, according to background characteristics, Uganda DES 2001					
Background characteristic	SMC is doing a good job			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Residence					
Urban	81.5	6.3	12.1	100.0	320
Rural	79.2	11.2	9.6	100.0	2,764
Region					
Central	77.1	11.7	11.2	100.0	962
Eastern	78.2	12.0	9.8	100.0	914
Northern	80.1	10.0	9.9	100.0	445
Western	83.5	8.3	8.1	100.0	763
Total	79.4	10.7	9.9	100.0	3,084

Parents/guardians were asked whether they had received information about the financial management of their children's primary school from various sources (see Table 10.7). More than 61 percent of parents/guardians had received information about the school's financial management from one or more sources, with 46 percent receiving information from a PTA meeting, 30 percent receiving information from teachers or head teachers, and 26 percent receiving information from other parents. About 10 percent of parents/guardians had received information from school notice boards or a school newsletter and 7 percent had received information from their children.

Male respondents were more likely than female respondents to have received financial management information from one or more sources (66 compared with 58 percent). Interestingly, parents/guardians from rural areas were more likely than those from urban areas to have received information from one or more sources. Parents/guardians in the Western region were more likely than those in other regions to have received information on financial management from one or more sources.

Table 10.7 Sources of information about primary school financial management

Percentage of parents/guardians with children in primary school who have received information about primary school financial management, by source of information and background characteristics, Uganda DES 2001

Background characteristic	Source of information about financial management						Information from one or more sources	Number of parents/guardians
	Other parents	Own child	PTA meetings	School notice boards or newsletter	Teacher or head teacher	Another source		
Sex								
Male	28.3	7.5	51.9	11.4	33.3	3.4	65.8	1,460
Female	24.7	5.9	41.2	8.0	26.5	1.8	57.5	1,624
Residence								
Urban	16.9	3.8	36.5	8.1	28.8	4.8	55.5	320
Rural	27.5	7.0	47.4	9.8	29.9	2.3	62.1	2,764
Region								
Central	17.1	3.3	37.0	7.4	30.9	2.6	58.2	962
Eastern	27.0	5.5	37.7	5.7	23.8	3.1	55.2	914
Northern	35.2	8.8	52.0	14.9	37.4	4.4	62.0	445
Western	32.3	11.1	64.8	14.1	30.9	0.9	72.5	763
Asset Index								
Lowest quintile	27.3	8.2	43.4	8.5	26.8	1.3	55.3	545
Second quintile	28.8	7.1	46.3	9.2	26.5	1.6	58.1	613
Middle quintile	27.9	7.2	49.6	10.3	32.1	3.4	65.2	693
Fourth quintile	25.7	5.9	48.2	8.9	29.2	2.9	64.7	666
Highest quintile	21.9	5.1	42.5	11.2	33.8	3.4	62.4	567
Total	26.4	6.7	46.2	9.6	29.7	2.6	61.4	3,084

Consistent with findings in Chapter 9 on visits to schools, male parents/guardians were more likely than female parents/guardians to have received financial management information from PTA meetings and teachers or head teachers. Parents/guardians in rural areas were more likely than those in urban areas to have received information from other parents and from a PTA meeting. Parents/guardians in the Central region were less likely than those in other regions to have received information from other parents (17 percent).

Parents/guardians with one or more children in secondary school were asked about the existence of a Board of Governors at the school. The Board of Governors functions in the same way as the SMC at the primary level, providing administrative guidance.

Most parents/guardians (77 percent) said that a Board of Governors exists at the secondary school their children attend (see Table 10.8). Information on this question is missing for a substantial percentage of parents/guardians, suggesting that many parents/guardians did not know whether a Board of Governors exists at the secondary school.

Table 10.8 Board of Governors in secondary schools					
Percent distribution of parents/guardians whose children attend secondary school, by existence of Board of Governors in the secondary school attended by their children, according to background characteristics, Uganda DES 2001					
Background characteristic	Board of Governors			Total	Number of parents/guardians
	Board at school	No board at school	Don't know/missing		
Residence					
Urban	84.0	2.9	13.0	100.0	153
Rural	74.2	3.2	22.6	100.0	419
Region					
Central	81.2	2.5	16.3	100.0	273
Eastern	73.4	2.9	23.7	100.0	144
Northern	57.4	2.8	39.8	100.0	42
Western	78.0	5.1	16.9	100.0	113
Total	76.9	3.1	20.0	100.0	573

Parents/guardians who said there was a Board of Governors at the school attended by their children were asked whether they thought the board was doing a good job. About 84 percent of respondents said that the board was doing a good job, while 3 percent said it was not and 13 percent did not have an opinion or did not answer the question (see Table 10.9). Parents/guardians in the Central region were more likely than those in other regions to say that the board was doing a good job.

Table 10.9 Approval of the job done by the Board of Governors					
Percent distribution of parents/guardians who agree that the Board of Governors is doing a good job, according to background characteristics, Uganda DES 2001					
Background characteristic	Board of Governors is doing a good job			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Residence					
Urban	84.3	3.4	12.4	100.0	129
Rural	84.2	2.1	13.7	100.0	311
Region					
Central	87.6	1.4	11.0	100.0	221
Eastern	79.3	3.6	17.2	100.0	106
Northern	(73.5)	(10.3)	(16.2)	100.0	24
Western	84.7	1.5	13.8	100.0	88
Total	84.2	2.5	13.3	100.0	440
Note: Parentheses indicate that a figure is based on fewer than 50 unweighted cases.					

PERCEIVED SCHOOL QUALITY

This chapter presents information on parents'/guardians' perceptions of the quality of the schools that their children attend, as well as on various education policies, such as uniform requirements and discipline. Perceptions of school quality may well influence parents' and guardians' willingness to send children to school or to keep them in school through the end of primary school and beyond.

11.1 School Facilities

Parents/guardians were asked whether they agreed or disagreed that in order for a primary school to be a good school, its buildings had to be permanent structures (see Table 11.1). Most parents/guardians agreed that a good school had to have permanent buildings (96 percent), and the differences by the parent/guardian's sex, wealth, urban-rural residence, and region were minimal.

Table 11.1 Importance of permanent school buildings					
Percent distribution of parents/guardians by whether they agree or disagree that all school buildings must be permanent structures in order for a school to be a good school, according to background characteristics, Uganda DES 2001					
Background characteristic	Must have permanent school buildings			Total	Number of parent/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	95.4	4.2	0.5	100.0	1,857
Female	95.7	3.5	0.8	100.0	2,389
Residence					
Urban	95.1	4.3	0.6	100.0	481
Rural	95.6	3.7	0.7	100.0	3,765
Region					
Central	97.5	2.2	0.4	100.0	1,409
Eastern	92.8	5.9	1.4	100.0	1,164
Northern	95.5	3.9	0.6	100.0	646
Western	96.2	3.6	0.2	100.0	1,026
Asset Index					
Lowest quintile	94.9	3.8	1.3	100.0	854
Second quintile	96.9	3.0	0.1	100.0	846
Middle quintile	95.4	3.6	1.0	100.0	914
Fourth quintile	94.9	4.7	0.4	100.0	865
Highest quintile	95.8	3.8	0.4	100.0	767
Total	95.6	3.8	0.7	100.0	4,246

Parents/guardians were also asked about their perceptions of whether the schools their children attend have big, small, or no problems with school buildings and facilities, classroom overcrowding, and pupil safety at school (see Table 11.2). Table 11.2 presents these results on parent/guardian respondents' views, at the child level, according to the type of school attended by children. Generally speaking, the majority of primary school pupils attend schools that their parents/guardians consider to have relatively few problems. About 59 percent of children in public schools and 58 percent of children in non-public schools attend schools that their parents/guardians consider not to have problems with school buildings and facilities. Children attending public schools were more likely to attend schools with big perceived problems with overcrowding than children attending non-public schools (35 percent versus 12 percent). Most children attend schools with no perceived problems with safety (87 percent of children in public and 86 percent of children in non-public schools).

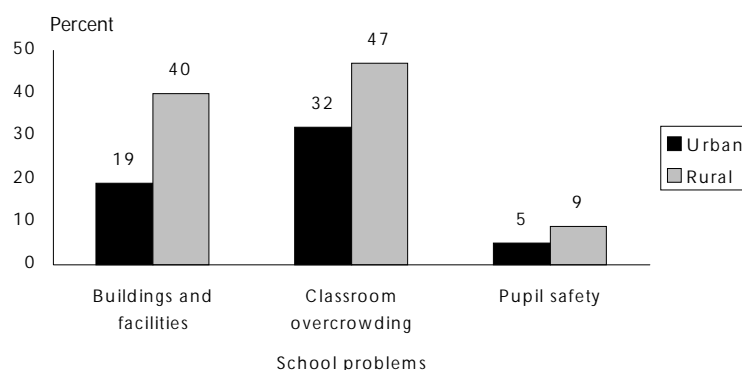
Table 11.2 Perceived problems with primary school buildings and facilities, classroom overcrowding, and pupil safety

Percent distribution of public and non-public school pupils by parents'/guardians' perceptions of problems with primary school buildings and facilities, classroom overcrowding, and pupil safety, according to background characteristics, Uganda DES 2001

Background characteristic	School buildings and facilities					Classroom overcrowding					Pupil safety					Number of pupils
	Big problem	Small problem	No problem	Don't know/missing	Total	Big problem	Small problem	No problem	Don't know/missing	Total	Big problem	Small problem	No problem	Don't know/missing	Total	
PUBLIC SCHOOL PUPILS																
Residence																
Urban	7.8	11.0	77.3	3.9	100.0	33.5	12.4	46.1	8.1	100.0	2.1	3.4	90.7	3.7	100.0	508
Rural	21.4	18.4	57.5	2.7	100.0	35.0	14.4	41.9	8.7	100.0	3.6	5.3	86.6	4.6	100.0	7,028
Region																
Central	16.8	19.7	60.8	2.7	100.0	37.5	18.0	38.5	6.0	100.0	4.1	6.8	84.5	4.5	100.0	1,955
Eastern	27.2	20.2	49.8	2.8	100.0	42.9	12.4	32.0	12.6	100.0	1.8	4.2	90.3	3.7	100.0	2,385
Northern	19.7	12.8	63.1	4.4	100.0	22.2	13.9	51.4	12.4	100.0	6.4	5.0	81.0	7.6	100.0	1,183
Western	16.7	16.3	65.2	1.7	100.0	30.3	12.9	52.4	4.4	100.0	3.2	4.7	88.5	3.6	100.0	2,013
Total	20.5	17.9	58.8	2.7	100.0	34.9	14.2	42.2	8.7	100.0	3.5	5.1	86.9	4.5	100.0	7,536
NON-PUBLIC SCHOOL PUPILS																
Residence																
Urban	11.6	12.4	72.9	3.0	100.0	5.4	12.4	74.6	7.6	100.0	1.4	3.9	89.5	5.2	100.0	507
Rural	27.7	17.3	50.7	4.3	100.0	14.7	18.2	59.2	8.0	100.0	1.7	7.7	84.3	6.3	100.0	1,090
Region																
Central	19.6	15.1	62.8	2.5	100.0	8.1	16.6	68.8	6.6	100.0	1.6	7.0	87.8	3.6	100.0	1,127
Eastern	32.9	23.1	35.9	8.1	100.0	24.5	19.0	44.9	11.5	100.0	0.1	6.4	77.6	15.8	100.0	264
Northern	17.6	9.8	64.1	8.4	100.0	18.8	14.0	49.5	17.6	100.0	3.6	7.1	80.9	8.4	100.0	48
Western	28.4	10.2	55.9	5.5	100.0	14.1	10.6	67.0	8.2	100.0	3.7	2.8	88.5	5.0	100.0	159
Total	22.6	15.7	57.7	3.9	100.0	11.7	16.3	64.1	7.9	100.0	1.6	6.5	86.0	5.9	100.0	1,597
TOTAL																
Residence																
Urban	9.7	11.7	75.1	3.5	100.0	19.4	12.4	60.3	7.9	100.0	1.8	3.6	90.1	4.5	100.0	1,015
Rural	22.3	18.3	56.6	2.9	100.0	32.3	14.9	44.2	8.6	100.0	3.3	5.6	86.3	4.8	100.0	8,119
Region																
Central	17.8	18.0	61.5	2.6	100.0	26.7	17.5	49.6	6.2	100.0	3.2	6.9	85.7	4.2	100.0	3,082
Eastern	27.7	20.5	48.4	3.3	100.0	41.1	13.1	33.3	12.5	100.0	1.6	4.4	89.0	4.9	100.0	2,648
Northern	19.6	12.7	63.1	4.6	100.0	22.1	13.9	51.3	12.6	100.0	6.3	5.1	81.0	7.6	100.0	1,232
Western	17.6	15.9	64.5	2.0	100.0	29.2	12.7	53.5	4.7	100.0	3.2	4.6	88.5	3.7	100.0	2,172
Total	20.9	17.5	58.6	3.0	100.0	30.8	14.6	46.0	8.5	100.0	3.2	5.4	86.7	4.8	100.0	9,134

Among all pupils, there is a noticeable urban-rural difference in the percentage of pupils attending schools with perceived problems (see Figure 11.1). Pupils in rural areas are twice as likely as pupils in urban areas to attend primary schools with perceived problems with school buildings and facilities. A similar gap exists for problems with overcrowding, with 32 percent of urban and 47 percent of rural children attending schools with perceived overcrowding problem.

Figure 11.1 Percentage of Primary School Pupils Whose Parents'/Guardians' Perceive Problems (Big or Small) in Schools Attended, by Residence



11.2 School Policies

Parents/guardians were asked their opinion about whether requiring pupils to wear uniforms improved primary school quality, had no effect, or made a school worse (see Table 11.3). Parents/guardians overwhelmingly agreed that having pupils wear uniforms improved the quality of a school (98 percent). This view was held by parents/guardians regardless of gender, wealth, place of residence, or region.

Since the advent of UPE in 1997, the Ministry of Education and Sports has officially opposed corporal punishment, encouraging other ways to enforce discipline such as digging, cleaning, and so on. Many parents/guardians (80 percent), however, maintain that caning pupils to enforce discipline improves school quality (see Table 11.4). About 12 percent of parents/guardians said that caning students negatively affected school quality, while 8 percent said that caning had no effect on school quality. Perceptions did not differ appreciably by wealth or urban-rural residence. In the Northern region, however, parents/guardians were much more likely than their counterparts in other regions to say that caning had a detrimental effect on school quality (24 percent, compared with 7 percent in the Central and Western regions and 14 percent in the Eastern region).

Table 11.3 Importance of required uniforms						
Percent distribution of parents/guardians by perceived effect of requiring pupils to wear uniforms on school quality, according to background characteristics, Uganda DES 2001						
Background characteristic	Effect of uniform requirement on school quality				Total	Number of parents/guardians
	Better	No effect	Worse	Don't know/missing		
Sex						
Male	97.9	1.7	0.0	0.3	100.0	1,857
Female	98.6	1.2	0.0	0.2	100.0	2,389
Residence						
Urban	98.4	1.1	0.0	0.4	100.0	481
Rural	98.3	1.5	0.0	0.2	100.0	3,765
Region						
Central	98.8	0.9	0.0	0.4	100.0	1,409
Eastern	98.6	1.1	0.0	0.3	100.0	1,164
Northern	96.5	3.2	0.0	0.3	100.0	646
Western	98.5	1.4	0.1	0.0	100.0	1,026
Asset Index						
Lowest quintile	98.0	1.9	0.0	0.1	100.0	854
Second quintile	98.5	1.2	0.0	0.3	100.0	846
Middle quintile	98.2	1.4	0.1	0.3	100.0	914
Fourth quintile	98.5	1.4	0.0	0.1	100.0	865
Highest quintile	98.5	1.2	0.0	0.3	100.0	767
Total	98.3	1.4	0.0	0.2	100.0	4,246

Table 11.4 Importance of caning pupils to maintain discipline						
Percent distribution of parents/guardians by perceived effect of caning pupils to maintain discipline on school quality, according to background characteristics, Uganda DES 2001						
Background characteristic	Effect of caning pupils on school quality				Total	Number of parents/guardians
	Better	No effect	Worse	Don't know/missing		
Sex						
Male	76.5	8.8	14.0	0.7	100.0	1,857
Female	82.5	6.9	9.6	1.0	100.0	2,389
Residence						
Urban	79.9	9.2	10.2	0.8	100.0	481
Rural	79.9	7.5	11.7	0.9	100.0	3,765
Region						
Central	83.5	8.7	7.1	0.7	100.0	1,409
Eastern	79.6	4.9	13.9	1.5	100.0	1,164
Northern	67.2	8.3	23.9	0.6	100.0	646
Western	83.2	9.2	7.1	0.4	100.0	1,026
Asset Index						
Lowest quintile	78.3	6.8	13.9	1.1	100.0	854
Second quintile	77.9	7.4	13.7	1.0	100.0	846
Middle quintile	80.9	8.3	10.3	0.6	100.0	914
Fourth quintile	82.1	7.0	9.8	1.1	100.0	865
Highest quintile	80.3	9.3	10.0	0.4	100.0	767
Total	79.9	7.7	11.5	0.8	100.0	4,246

11.3 Teachers

Parents/guardians were asked whether more girls would complete primary school if there were more female teachers in schools. In the field of education, it has been argued by many researchers that girls in primary school who have female teachers as role models may be more likely than girls without female role models to persist through the end of primary school, and based on this argument, the MoES actively promotes the recruitment of female head teachers and teachers in schools.

Half of the parent/guardian respondents agreed that more girls would complete primary school if there were more female teachers, while 43 percent disagreed (see Table 11.5). In terms of interpreting the results, it should be pointed out that some of the parents/guardians who disagreed with the statement might think that having female teachers does not increase the chances of girls finishing primary school in part because girls are likely to complete primary school regardless of whether some teachers are female. Other parents/guardians who disagreed with the statement may think that there are already enough female teachers in schools to provide the role models, without increasing the percentage of female teachers. Nationally, about 46 percent of the teachers in primary schools are female. Other parents/guardians who disagreed with the statement may believe that having female teachers either has no effect or a negative effect on girls' persistence.

Table 11.5 Importance of female teachers in primary school					
Percent distribution of parents/guardians by whether they agree or disagree that more girls would complete primary school if schools had more female teachers, according to background characteristics, Uganda DES 2001					
Background characteristic	More girls would complete primary school if schools had more female teachers			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	49.6	44.7	5.6	100.0	1,857
Female	49.4	42.2	8.4	100.0	2,389
Residence					
Urban	36.3	56.3	7.4	100.0	481
Rural	51.2	41.7	7.2	100.0	3,765
Region					
Central	40.7	52.8	6.5	100.0	1,409
Eastern	43.0	43.1	14.0	100.0	1,164
Northern	58.1	36.5	5.4	100.0	646
Western	63.5	35.0	1.5	100.0	1,026
Asset Index					
Lowest quintile	49.8	41.5	8.6	100.0	854
Second quintile	54.8	36.4	8.7	100.0	846
Middle quintile	55.5	36.6	7.9	100.0	914
Fourth quintile	48.9	45.9	5.1	100.0	865
Highest quintile	36.6	58.1	5.3	100.0	767
Total	49.5	43.3	7.2	100.0	4,246

There are no clear patterns of difference in opinions on this question by parents'/guardians' sex. There is also no clear pattern for wealth, although it is notable that those in the highest quintile are the least likely to agree that more girls would complete primary school if schools had more female teachers (36 percent). Differences by residence and by region, however, are substantial. While 51 percent of rural residents said that having more female teachers would make girls more likely to complete primary school, only 36 percent of respondents in urban areas agreed with this statement. Respondents in the Western and Northern regions were more likely to agree with the statement than their counterparts in the Central and Eastern regions.

Parents/guardians were also asked about their perceptions of whether the schools their children attend have big, small, or no problems with head teacher performance and with teacher performance (see Table 11.6). To illustrate the percentages of pupils facing these perceived problems, results are presented at the child level. A relatively small percentage of children attend schools with perceived problems, big or small, with head teacher or teacher performance (11 percent and 15 percent, respectively). Children attending non-public schools are somewhat less likely than those attending public schools to attend schools with perceived problems with either head teacher or teacher performance.

Table 11.6 Perceived problems with primary school head teacher and teacher performance											
Percent distribution of public and non-public school pupils by parents'/guardians' perceptions of problems with primary school head teacher and teacher performance, according to background characteristics, Uganda DES 2001											
Background characteristic	Head teacher performance				Total	Teacher performance				Total	Number of pupils
	Big problem	Small problem	No problem	Don't know/missing		Big problem	Small problem	No problem	Don't know/missing		
PUBLIC SCHOOL PUPILS											
Residence											
Urban	2.6	5.0	82.8	9.7	100.0	3.1	7.8	84.4	4.7	100.0	508
Rural	6.6	4.9	77.1	11.4	100.0	7.4	9.5	76.9	6.3	100.0	7,028
Region											
Central	5.3	8.4	74.9	11.5	100.0	8.0	15.5	71.5	5.1	100.0	1,955
Eastern	4.8	4.3	81.1	9.8	100.0	4.0	5.9	85.0	5.1	100.0	2,385
Northern	15.0	2.4	65.5	17.2	100.0	10.1	6.8	69.8	13.4	100.0	1,183
Western	4.0	3.7	82.7	9.6	100.0	8.2	9.1	78.6	4.2	100.0	2,013
Total	6.3	4.9	77.5	11.3	100.0	7.1	9.4	77.4	6.2	100.0	7,536
NON-PUBLIC SCHOOL PUPILS											
Residence											
Urban	3.3	3.4	85.3	7.9	100.0	1.2	4.5	87.6	6.7	100.0	507
Rural	5.1	4.4	79.6	10.8	100.0	4.8	4.6	82.4	8.2	100.0	1,090
Region											
Central	4.4	5.0	82.5	8.2	100.0	3.3	5.5	85.9	5.3	100.0	1,127
Eastern	4.2	1.4	78.3	16.1	100.0	1.3	2.2	78.7	17.8	100.0	264
Northern	5.4	3.0	69.6	22.0	100.0	5.9	1.0	80.5	12.6	100.0	48
Western	6.3	2.7	82.7	8.3	100.0	9.4	3.0	80.6	7.0	100.0	159
Total	4.6	4.1	81.4	9.9	100.0	3.6	4.6	84.0	7.7	100.0	1,597
TOTAL											
Residence											
Urban	2.9	4.2	84.1	8.8	100.0	2.2	6.1	86.0	5.7	100.0	1,015
Rural	6.4	4.8	77.4	11.4	100.0	7.0	8.8	77.6	6.5	100.0	8,119
Region											
Central	4.9	7.1	77.6	10.3	100.0	6.3	11.8	76.7	5.2	100.0	3,082
Eastern	4.7	4.0	80.9	10.4	100.0	3.7	5.5	84.4	6.4	100.0	2,648
Northern	14.6	2.4	65.7	17.3	100.0	9.9	6.5	70.2	13.4	100.0	1,232
Western	4.2	3.6	82.7	9.5	100.0	8.2	8.6	78.7	4.4	100.0	2,172
Total	6.0	4.8	78.2	11.1	100.0	6.5	8.5	78.5	6.4	100.0	9,134

11.4 Curriculum

Respondents were asked whether they agreed or disagreed that primary schools should teach more practical skills, such as carpentry or sewing (see Table 11.7). Most parents/guardians (92 percent) agreed that schools should teach more practical skills than they do at present.

Differences in parent/guardian response to this question were minor across background characteristics, with the exception of region: More than 26 percent of parents/guardians in the Northern region disagreed that schools should teach more practical skills, compared with only 5 percent in the next highest region. Although the differences in response by wealth are small, it is notable that respondents in the poorest quintile were twice as likely as those in the wealthiest quintile to disagree that primary schools should teach more practical skills (10 percent versus 5 percent).

Table 11.7 Importance of learning practical skills in primary school					
Percent distribution of parents/guardians by whether they agree or disagree that primary schools should teach more practical skills, according to background characteristics, Uganda DES 2001					
Background characteristic	Primary schools should teach more practical skills			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	90.7	8.5	0.8	100.0	1,857
Female	92.5	5.9	1.5	100.0	2,389
Residence					
Urban	93.8	5.1	1.0	100.0	481
Rural	91.5	7.3	1.2	100.0	3,765
Region					
Central	97.0	2.7	0.3	100.0	1,409
Eastern	93.0	4.9	2.2	100.0	1,164
Northern	71.0	26.1	2.9	100.0	646
Western	96.2	3.6	0.2	100.0	1,026
Asset Index					
Lowest quintile	88.1	10.2	1.7	100.0	854
Second quintile	90.0	8.4	1.5	100.0	846
Middle quintile	94.3	4.9	0.8	100.0	914
Fourth quintile	92.0	6.6	1.3	100.0	865
Highest quintile	94.3	5.1	0.6	100.0	767
Total	91.7	7.1	1.2	100.0	4,246

11.5 Parental Involvement

Respondents were asked whether having parents actively involved in a primary school improved school quality, had no effect, or made a school worse, and nearly all (97 percent) parents/guardians agreed that parental involvement made a school better (see Table 11.8). There were trivial differences across groups of parents.

11.6 Contributors to School Quality

Finally, parents/guardians were asked which individuals and groups contribute to making a primary school a good school (see Table 11.9). About 73 percent of parents/guardians said that head teachers and teachers contributed to school quality, and 64 percent said that the government contributed to school quality. The majority of parents/guardians (70 percent) said that they themselves also contributed to school quality. Interestingly, a far lower percentage of parents/guardians said that the SMC and the PTA contributed to school quality, despite their representation in both bodies (18 and 13 percent, respectively). About one in six parents/guardians said that pupils contributed to school quality.

Table 11.8 Importance of parents being actively involved in school						
Percent distribution of parents/guardians by perceived effect of parents being actively involved in the school on school quality, according to background characteristics, Uganda DES 2001						
Background characteristic	Effect of parental involvement on school quality				Total	Number of parents/guardians
	Better	No effect	Worse	Don't know/missing		
Sex						
Male	97.3	1.4	0.5	0.8	100.0	1,857
Female	96.9	1.8	0.4	0.9	100.0	2,389
Residence						
Urban	96.1	2.4	0.2	1.3	100.0	481
Rural	97.2	1.5	0.5	0.8	100.0	3,765
Region						
Central	96.8	2.1	0.3	0.8	100.0	1,409
Eastern	97.1	0.3	0.9	1.8	100.0	1,164
Northern	97.0	2.3	0.0	0.7	100.0	646
Western	97.4	2.2	0.4	0.0	100.0	1,026
Asset Index						
Lowest quintile	96.6	2.3	0.5	0.7	100.0	854
Second quintile	96.7	1.6	0.6	1.2	100.0	846
Middle quintile	97.3	1.4	0.5	0.8	100.0	914
Fourth quintile	97.4	1.6	0.3	0.8	100.0	865
Highest quintile	97.5	1.3	0.3	0.9	100.0	767
Total	97.1	1.6	0.4	0.9	100.0	4,246

Table 11.9 Contributors to school quality										
Percentage of parents/guardians who think specific individuals and groups contribute to making a primary school a good school, by contributor to school quality and background characteristics, Uganda DES 2001										
Background characteristic	Contributor to school quality									Number of parents/guardians
	Government	Head teachers/teachers	SMC	PTA	Community	Parents/guardians	Pupils	Other	Don't know/missing	
Sex										
Male	69.0	70.6	22.3	16.8	13.8	72.6	15.1	28.8	1.1	1,857
Female	59.3	74.0	14.1	10.6	10.5	68.6	16.5	13.8	1.8	2,389
Residence										
Urban	55.5	84.6	14.1	7.7	11.3	79.9	25.7	18.0	0.4	481
Rural	64.6	71.0	18.1	14.0	12.1	69.1	14.6	20.7	1.6	3,765
Region										
Central	54.1	84.2	10.3	8.0	6.5	71.9	17.3	12.9	2.6	1,409
Eastern	63.9	82.0	21.7	9.2	15.6	80.4	20.9	14.9	1.1	1,164
Northern	77.5	43.2	23.4	22.2	18.2	61.3	8.5	55.5	2.1	646
Western	67.2	64.2	19.6	19.7	11.5	62.5	12.8	14.8	0.0	1,026
Total	63.5	72.5	17.7	13.3	12.0	70.3	15.8	20.4	1.5	4,246

This chapter provides information on parent/guardian perceptions of the importance of postprimary schooling, on the benefits of schooling, and on the disadvantages of schooling. Parent/guardian attitudes about schooling may affect the likelihood of sending their children to school and keeping children in school through the end of the primary cycle, as well as the likelihood of children continuing to postsecondary schooling. The data presented below provide some insight into parent/guardian opinions on schooling.

12.1 Importance of Schooling

Parents/guardians were asked whether they agreed with a series of statements (see Chapter 11 for additional opinion questions). Parents/guardians were asked whether they agreed or disagreed with the following statement: Girls do not need more than a primary school education. This question was followed by a similar question about boys' schooling to determine whether respondents perceived girls' and boys' needs for postprimary schooling differently.

There was no difference in response to the two questions: 98 percent of parents/guardians disagreed that girls and boys do not need more than a primary school education (see Tables 12.1.1 and 12.1.2). Given the near unanimity in response to these questions, differences by parents'/guardians' sex, wealth, urban-rural residence, and region are relatively minor.

Table 12.1.1 Importance of schooling for boys					
Percent distribution of parents/guardians by whether they agree or disagree that boys do not need more than a primary school education, according to background characteristics, Uganda DES 2001					
Background characteristic	Boys do not need more than a primary school education			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	0.8	98.8	0.4	100.0	1,857
Female	1.4	97.9	0.7	100.0	2,389
Residence					
Urban	0.4	98.8	0.7	100.0	481
Rural	1.2	98.2	0.6	100.0	3,765
Region					
Central	0.6	99.0	0.5	100.0	1,409
Eastern	1.4	97.2	1.4	100.0	1,164
Northern	2.1	97.7	0.2	100.0	646
Western	0.9	99.0	0.1	100.0	1,026
Asset Index					
Lowest quintile	1.9	96.9	1.2	100.0	854
Second quintile	1.3	98.4	0.3	100.0	846
Middle quintile	1.2	98.3	0.5	100.0	914
Fourth quintile	0.7	98.8	0.4	100.0	865
Highest quintile	0.4	99.1	0.5	100.0	767
Total	1.1	98.3	0.6	100.0	4,246

Table 12.1.2 Importance of schooling for girls					
Percent distribution of parents/guardians by whether they agree or disagree that girls do not need more than a primary school education, according to background characteristics, Uganda DES 2001					
Background characteristic	Girls do not need more than a primary school education			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	1.5	98.1	0.3	100.0	1,857
Female	2.0	97.3	0.7	100.0	2,389
Residence					
Urban	0.5	98.8	0.7	100.0	481
Rural	2.0	97.5	0.5	100.0	3,765
Region					
Central	1.1	98.6	0.2	100.0	1,409
Eastern	1.7	96.8	1.5	100.0	1,164
Northern	4.6	95.2	0.2	100.0	646
Western	1.1	98.8	0.1	100.0	1,026
Asset Index					
Lowest quintile	3.1	95.9	1.0	100.0	854
Second quintile	2.6	97.1	0.3	100.0	846
Middle quintile	1.7	98.0	0.3	100.0	914
Fourth quintile	1.0	98.4	0.5	100.0	865
Highest quintile	0.5	98.9	0.5	100.0	767
Total	1.8	97.6	0.5	100.0	4,246

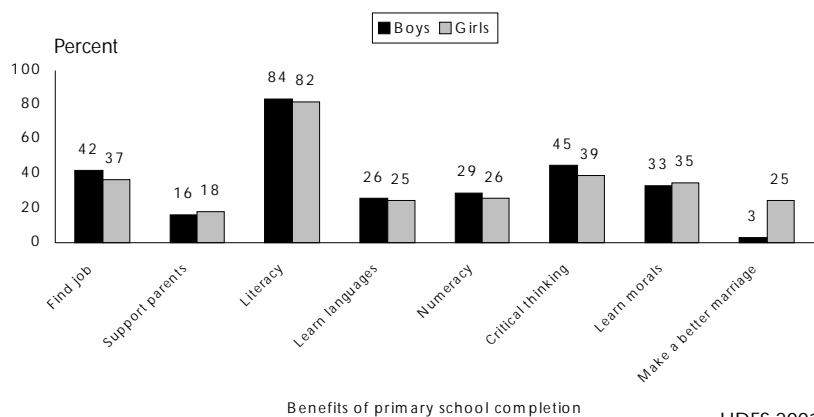
12.2 Benefits of Schooling

This section of the chapter presents parents'/guardians' opinions on the benefits of schooling. Parents/guardians were asked to consider a 15-year-old boy who had completed primary school and who had left school thereafter and to consider a boy of the same age who had never attended school. Next, parents/guardians were asked what advantages, if any, the boy who finished primary school had over the boy who had never attended school. This question was followed by a similar question about girls. Because parents/guardians could list numerous benefits, the percentages in Tables 12.2.1 and 12.2.2 do not add to 100 percent.¹

Overwhelmingly, parents/guardians consider primary schooling to be beneficial. Only 1 percent of the parent/guardian respondents said that a boy or a girl who completed primary school had no advantage over a boy or a girl who had never attended school (see Tables 12.2.1 and 12.2.2). Parents/guardians in the Northern region were more likely than respondents in other regions to say that there were no advantages to boys' or girls' primary schooling. The remainder of the parents/guardians listed one or more advantages for boys and for girls (see Figure 12.1). In the discussion below, the benefits of schooling are discussed individually within category, namely, economic benefits, academic skills, life skills, and other.

¹ Parents/guardians were not asked to answer 'yes' or 'no' to specific benefits, but instead were asked to list benefits without prompting. The interviewer then recorded the benefits listed by the respondent.

Figure 12.1 Percentage of Parents/Guardians Who Perceive Specific Benefits of Primary School Completion for Boys and Girls



UDES 2001

Among the benefits of schooling, economic benefits were commonly cited. About 42 percent of parents/guardians listed the possibility of finding a job (or a better job than would otherwise be available) as a benefit of primary schooling for boys, while 37 percent listed this benefit for girls. Clearly, primary schooling is seen to give both male and female children an advantage in the job market over children who have never attended school. In comparison, the perception that a child with a primary school education will help support the household and his/her parents was listed as a benefit less frequently (16 percent for boys, 18 percent for girls).

Academic skills were widely given as benefits of schooling, with literacy being listed by a higher percentage of parents/guardians than any other benefit (84 and 82 percent, respectively, for boys and girls). Numeracy was also listed as a benefit, with 29 percent of parents/guardians considering numeracy a benefit for boys and 26 percent for girls. About one in four parents/guardians considered learning other languages to be an advantage of primary schooling for both boys and girls. Parents/guardians also said that the ability to think critically or analytically is a benefit to both boys and girls who complete primary school (45 and 39 percent, respectively). A smaller percentage of parents/guardians listed vocational or technical skills as benefits of schooling.

Life skills were also listed as benefits of primary schooling. About one-third of parents/guardians listed the development of a moral framework as a benefit for boys and for girls. Generally speaking, roughly the same percentages of parents/guardians cited various benefits of primary schooling for boys and for girls, although two exceptions to this circumstance are the role of primary schooling in helping a child make a better marriage and become a better parent. Whereas only 3 percent of parents/guardians said that completing primary school would help a 15-year-old boy make a better marriage, almost 25 percent of parents/guardians said that completing primary school would help a girl make a better marriage. In addition, parents/guardians were considerably more likely to say that finishing primary school would make a girl a better mother than to say it would make a boy a better father (13 versus 4 percent).

There was a remarkable similarity in the perceived benefits of schooling among both male and female parents/guardians. On the other hand, the wealthier the parent/guardian, the less likely he/she was to list supporting the household as a benefit of primary schooling for boys or for girls. There was, however, very little wealth-related difference in the percentage of parents listing finding a job or a better job as a benefit of schooling for boys or girls.

Parents/guardians in rural areas were more likely than those in urban areas to list providing support to the household as a benefit of schooling for boys and girls, and they were less likely to list learning other languages or acquiring critical thinking skills as a benefit. Parents/guardians in the Northern region were more likely than parents/guardians in other regions to list supporting the household as a benefit of schooling for boys and girls. Parents/guardians in the Northern and Western regions were considerably more likely than those in the Central region to list vocational and technical training as a benefit for boys. In contrast, parents/guardians in the Northern region were least likely to list vocational/technical training as a benefit to girls' primary schooling.

Table 12.2.1 Perceived benefits of primary school completion for boys

Percentage of parents/guardians who perceive specific benefits to completing primary school for a 15-year-old boy, by background characteristics, Uganda DES 2001

Background characteristic	No benefits	Perceived benefits													Number of parents/guardians
		Chance to go to secondary school	Find a better job	Provide support to household/parents	Academic skills					Life skills				Don't know/missing	
					Literacy	Learn languages	Numeracy	Critical thinking	Vocational -technical	Morals/ values	Make a better marriage	Be a better parent	Other		
Sex															
Male	1.4	11.5	41.9	17.5	84.3	26.7	32.0	47.6	18.1	35.4	3.5	4.6	5.0	0.0	1,857
Female	1.1	10.1	41.4	15.4	83.9	24.6	26.9	43.5	13.9	31.1	2.6	3.6	2.9	0.0	2,389
Residence															
Urban	1.0	12.9	39.3	10.2	87.6	34.8	31.8	57.5	15.9	34.6	2.5	3.3	1.6	0.1	481
Rural	1.2	10.4	41.9	17.1	83.6	24.3	28.8	43.7	15.7	32.7	3.1	4.1	4.1	0.0	3,765
Region															
Central	0.7	9.0	38.2	7.9	84.9	25.1	34.5	54.8	9.5	26.2	2.0	2.9	1.2	0.0	1,409
Eastern	0.5	8.0	39.9	16.8	90.8	32.1	36.3	47.6	15.0	41.8	4.0	5.8	4.5	0.0	1,164
Northern	3.8	15.4	41.0	29.5	71.0	16.6	10.1	35.8	23.4	40.2	3.8	5.0	6.6	0.0	646
Western	1.2	13.2	48.7	19.1	83.5	24.2	25.8	35.6	20.2	27.6	2.8	3.0	4.7	0.0	1,026
Asset Index															
Lowest quintile	1.4	10.7	44.3	22.3	82.4	21.5	20.8	38.7	17.0	32.6	4.0	5.5	4.2	0.0	854
Second quintile	1.7	11.1	41.6	21.1	80.3	23.9	26.4	38.2	14.0	32.4	2.7	4.4	5.1	0.0	846
Middle quintile	0.7	9.9	41.0	14.4	83.8	24.7	29.2	44.4	17.1	31.0	3.2	3.2	2.9	0.0	914
Fourth quintile	1.4	8.4	38.9	12.7	86.4	25.4	34.2	51.7	15.2	33.9	3.1	3.9	4.0	0.0	865
Highest quintile	1.0	13.8	42.5	10.8	87.7	33.0	35.9	54.2	15.2	35.2	1.9	3.2	2.8	0.0	767
Total	1.2	10.7	41.6	16.3	84.1	25.5	29.2	45.3	15.7	32.9	3.0	4.0	3.8	0.0	4,246
Note: Parents/guardians were asked to compare a 15-year-old boy who had never attended school with a boy of the same age who had completed primary school and then left school and to list advantages the latter had compared with the former. More than one response was possible.															

Table 12.2.2 Perceived benefits of primary school completion for girls

Percentage of parents/guardians who perceive specific benefits to completing primary school for a 15-year-old girl, by background characteristics, Uganda DES 2001

Percentage of parents/guardians who perceive specific benefits to completing primary school for a 15-year-old girl, by background characteristics, Uganda DHS 2007															
Background characteristic	Perceived benefits														Number of parents/guardians
	No benefits	Chance to go to secondary school	Find a better job	Provide support to household/parents	Academic skills					Life skills					
					Literacy	Learn languages	Numeracy	Critical thinking	Vocational-technical	Morals/values	Make a better marriage	Be a better parent	Other	Don't know/missing	
Sex															
Male	1.5	10.5	35.7	19.0	81.0	25.0	28.5	39.2	15.4	37.1	28.0	14.8	5.7	0.0	1,857
Female	1.1	9.3	38.1	17.1	81.9	24.4	24.6	38.8	13.9	33.1	22.0	12.3	2.5	0.0	2,389
Residence															
Urban	1.2	11.6	35.9	10.4	86.9	32.0	30.7	53.3	16.1	41.1	23.7	12.4	1.9	0.1	481
Rural	1.3	9.6	37.2	18.9	80.8	23.7	25.7	37.1	14.4	34.0	24.7	13.5	4.1	0.0	3,765
Region															
Central	0.8	8.7	34.9	8.8	83.9	23.1	32.3	49.7	11.7	30.3	19.3	10.9	1.0	0.0	1,409
Eastern	0.5	8.4	36.6	18.8	88.5	32.3	33.1	42.8	14.7	42.1	35.3	17.1	3.4	0.0	1,164
Northern	3.4	11.0	31.2	30.5	64.9	17.5	6.3	21.7	9.5	43.6	28.9	12.6	9.6	0.0	646
Western	1.5	12.1	44.4	21.6	80.8	22.7	23.0	30.7	21.6	27.4	16.9	13.0	4.8	0.0	1,026
Asset Index															
Lowest quintile	1.2	8.9	38.4	24.1	78.8	23.7	19.2	28.6	11.4	34.8	25.0	13.2	4.9	0.0	854
Second quintile	2.0	8.9	37.1	23.0	76.9	22.0	24.9	33.2	11.4	30.6	25.3	11.4	5.0	0.0	846
Middle quintile	1.0	9.9	37.1	15.6	81.4	23.9	25.7	38.9	17.3	34.7	22.6	12.2	3.7	0.0	914
Fourth quintile	1.2	8.2	35.1	14.3	84.4	22.6	30.3	46.0	15.5	36.7	23.3	14.7	3.6	0.0	865
Highest quintile	1.1	13.6	37.8	12.4	86.6	32.0	32.0	49.2	17.3	37.7	27.2	15.5	2.1	0.0	767
Total	1.3	9.8	37.1	17.9	81.5	24.7	26.3	39.0	14.6	34.8	24.6	13.4	3.9	0.0	4,246
Note: Parents/guardians were asked to compare a 15-year-old girl who had never attended school with a girl of the same age who had completed primary school and then left school and to list advantages the latter had compared with the former. More than one response was possible.															

12.3 Disadvantages of Schooling

After the questions on benefits, parents/guardians were asked about the disadvantages of sending a boy to primary school (see Table 12.3.1). Next, parents/guardians were asked about the disadvantages of sending a girl to primary school (see Table 12.3.2).

Most parents/guardians said that there were no disadvantages to sending a boy or a girl to primary school (96 and 95 percent, respectively). About 1 percent of parents/guardians said that the monetary cost of schooling and the loss of the child's labour were disadvantages to sending a boy or girl to school, and 2 to 3 percent said that there were other disadvantages to sending a child to school. On the whole, however, parents/guardians listed few disadvantages to primary schooling for either girls or boys.

Table 12.3.1 Perceived disadvantages of primary schooling for boys						
Percentage of parents/guardians who perceive specific disadvantages to sending a boy to primary school, by background characteristics, Uganda DES 2001						
Background characteristic	No disadvantages	Disadvantages			Don't know/missing	Number of parents/guardians
		Monetary costs of schooling	Loss of child's labour	Other		
Sex						
Male	96.2	1.0	1.2	1.8	0.0	1,857
Female	96.7	1.0	1.2	1.4	0.0	2,389
Residence						
Urban	97.3	0.9	0.9	1.2	0.1	481
Rural	96.3	1.0	1.3	1.6	0.0	3,765
Region						
Central	98.9	0.8	0.2	0.2	0.0	1,409
Eastern	96.8	0.9	1.5	0.8	0.0	1,164
Northern	89.5	2.1	4.4	4.9	0.0	646
Western	97.1	0.6	0.3	2.2	0.0	1,026
Asset Index						
Lowest quintile	94.0	0.8	2.4	3.3	0.0	854
Second quintile	95.0	1.7	2.5	1.1	0.0	846
Middle quintile	98.0	1.0	0.3	0.7	0.0	914
Fourth quintile	97.2	0.8	0.4	1.7	0.0	865
Highest quintile	98.1	0.6	0.5	0.9	0.0	767
Total	96.4	1.0	1.2	1.6	0.0	4,246
Note: More than one response was possible.						

Table 12.3.2 Perceived disadvantages of primary schooling for girls						
Percentage of parents/guardians who perceive specific disadvantages to sending a girl to primary school, by background characteristics, Uganda DES 2001						
Background characteristic	No disadvantages	Disadvantages			Don't know/missing	Number of parents/guardians
		Monetary costs of schooling	Loss of child's labour	Other		
Sex						
Male	94.5	1.0	1.5	3.1	0.1	1,857
Female	95.5	1.1	1.2	2.5	0.0	2,389
Residence						
Urban	96.8	0.7	1.1	1.8	0.1	481
Rural	94.8	1.1	1.4	2.9	0.1	3,765
Region						
Central	97.8	0.7	0.2	1.4	0.0	1,409
Eastern	94.8	1.2	2.1	2.0	0.0	1,164
Northern	87.7	2.1	4.0	7.1	0.2	646
Western	96.3	0.8	0.4	2.8	0.1	1,026
Asset Index						
Lowest quintile	92.5	1.3	2.5	4.5	0.1	854
Second quintile	94.0	1.8	2.3	2.0	0.0	846
Middle quintile	95.9	1.1	0.6	2.5	0.1	914
Fourth quintile	95.7	0.6	0.8	2.8	0.0	865
Highest quintile	97.3	0.5	0.5	1.8	0.0	767
Total	95.1	1.1	1.4	2.8	0.1	4,246
Note: More than one response was possible.						

This chapter examines the issue of absenteeism among primary school pupils. Pupils who are absent frequently or for long periods are likely to have difficulty mastering the material resented in class, making absenteeism a critical education issue.

Information on the frequency of pupil absenteeism, however, can be difficult to obtain. Well-kept school records can be an invaluable source of information on the frequency of pupil absenteeism. Household surveys, on the other hand, depend on the accuracy of the respondents' recollection over a period of time. Recognizing that parents'/guardians' recall may be problematic, the 2001 UDES collected information about children's school attendance over two periods: the 2000 school year (for children who were pupils in that school year) and the seven days preceding the interview (for children who were pupils at the time the household was surveyed and whose households were surveyed while school was in session).

13.1 Primary School Pupil Absenteeism in the 2000 School Year

Table 13.1 presents data on the extent of absenteeism among primary school pupils in the 2000 school year and on reasons for those absences.¹ More than 81 percent of pupils were absent one or more days during the 2000 school year and on average, pupils who were absent from school missed a total of 13 days of school during the year. Pupils in rural areas were more likely than those in urban areas to have missed school (82 versus 72 percent), and they missed more days of school (13 versus 10 days). Children from the wealthiest quintile were much less likely to have missed school than were those from the poorest quintile (73 versus 90 percent), and when they were absent from school, they missed fewer days (11 versus 17 days).

The most commonly cited reason for absenteeism was illness, with 63 percent of children missing school for this reason. Children in rural areas were more likely than those in urban areas to have missed school because of illness (64 versus 55 percent), perhaps reflecting differential access to quality health care and to health-promoting living conditions.

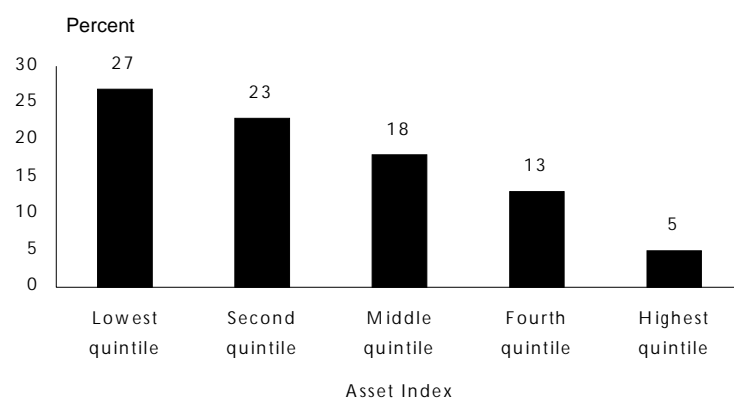
One in five primary school pupils missed school because fees were due and there was no money available to pay the fees. In urban areas, 36 percent of pupils missed school for this reason, compared with only 19 percent of pupils in rural areas. About 38 percent of children attending non-public schools missed school because money was not available to pay fees, compared with only 18 percent of public school pupils. About 11 percent of pupils in urban areas and 22 percent of pupils in rural areas missed school to attend a funeral, wedding, or other ceremony.

About 16 percent of primary school pupils missed school to do some type of work (domestic, on the family farm or business, or for an employer) in support of the household. Older children were more likely to have missed school to do work than younger children (22 versus 13 percent). Children in rural areas were more than four times as likely as their urban peers to have missed school to do work for the household. Differences in absenteeism in order to do work are most striking by household wealth: While 27 percent of children in the poorest households missed school to do work for the household, only 5 percent of children in the wealthiest households missed school for this reason (see Figure 13.1). As shown in Figure 13.2, children attending non-public primary schools were less likely than those in public

¹ Absenteeism is defined as missing one or more complete days of school.

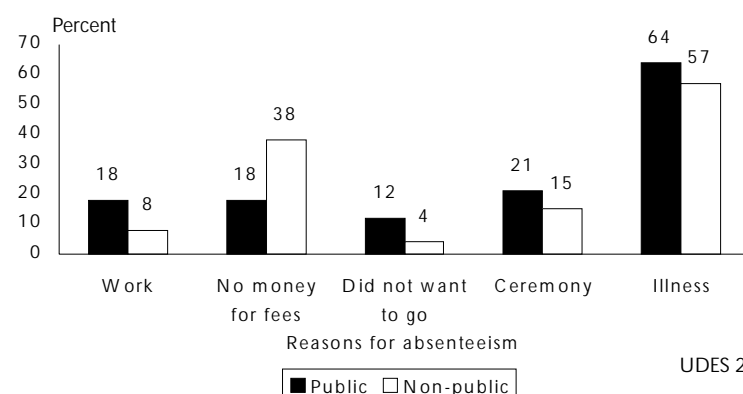
Table 13.1 Reasons for primary school pupil absenteeism															
Percentage of primary school pupils who missed school in the 2000 school year, by reasons for absenteeism and mean number of days missed and by background characteristics, Uganda DES 2001															
Background characteristic	Reason pupil missed school												Percentage missing one or more days	Number of pupils	Mean number of days missed
	Domestic work	Work for family farm/business	Work for employer	Any work	No money for fees	Did not want to go	Mistreated by teachers or pupils	Funeral/wedding/ceremony	Illness	Had no clothes for school	Had no books/supplies	Other			
Age															
6-12	11.6	3.4	0.3	13.3	19.2	12.2	1.3	19.3	64.6	0.4	0.1	4.9	81.5	4,952	12.8
13-18	17.2	10.8	1.4	22.3	22.8	8.3	0.8	22.9	60.2	0.5	0.1	4.6	80.3	2,516	12.5
Sex															
Male	11.0	7.2	1.0	15.3	20.4	13.4	1.0	21.9	62.4	0.6	0.1	4.9	81.4	3,833	13.2
Female	16.0	4.5	0.3	17.5	20.5	8.2	1.2	19.1	63.9	0.3	0.1	4.6	80.7	3,635	12.1
School Type															
Public	14.8	6.4	0.7	17.9	17.5	12.1	1.3	21.4	64.3	0.5	0.1	4.9	82.0	6,335	12.9
Non-public	6.0	2.7	0.4	7.5	37.7	4.2	0.2	15.0	56.7	0.0	0.0	4.5	76.2	1,097	11.3
Residence															
Urban	3.6	1.0	0.4	4.3	36.1	4.5	0.3	11.0	54.5	0.1	0.1	2.7	71.7	737	10.3
Rural	14.5	6.4	0.7	17.6	18.7	11.6	1.2	21.6	64.1	0.5	0.1	5.0	82.1	6,731	12.9
Region															
Central	6.6	1.9	0.3	7.7	37.1	2.8	0.5	17.6	59.0	0.1	0.0	4.1	79.0	2,370	11.6
Eastern	11.9	5.7	0.4	15.0	12.3	13.1	1.2	29.3	69.6	0.7	0.2	6.2	86.4	2,294	12.6
Northern	27.6	18.0	1.7	34.4	9.9	30.4	3.3	21.0	60.0	1.3	0.2	7.7	86.4	994	17.1
Western	16.6	4.6	1.0	19.4	14.8	8.1	0.6	12.9	61.9	0.1	0.0	2.2	74.1	1,810	11.8
Asset Index															
Lowest quintile	21.7	11.1	1.2	26.8	14.5	19.1	1.9	24.4	68.4	1.4	0.3	6.5	89.6	1,188	17.1
Second quintile	18.6	10.3	1.2	23.2	15.9	17.2	1.9	25.8	63.5	0.5	0.2	6.3	82.9	1,432	14.1
Middle quintile	14.9	5.2	0.4	17.7	19.1	8.7	0.8	22.8	64.7	0.3	0.1	4.4	81.4	1,585	12.0
Fourth quintile	10.8	3.4	0.5	12.5	21.3	7.1	0.7	18.9	63.2	0.1	0.0	4.0	80.5	1,748	11.0
Highest quintile	3.7	1.2	0.3	4.7	29.9	5.2	0.4	11.9	56.9	0.0	0.0	3.2	72.9	1,515	10.5
Total	13.5	5.9	0.7	16.3	20.4	10.9	1.1	20.5	63.1	0.4	0.1	4.8	81.1	7,468	12.7

**Figure 13.1 Among Pupils Missing School in 2000,
Percentage Absent to Do Work, by Wealth**



UDES 2001

**Figure 13.2 Among Pupils Missing School in 2000,
Percentage Absent for Selected Reasons,
by Type of School Attended**



UDES 2001

schools to have missed school to do work for the household (18 versus 8 percent). Children missing school to do some type of work were most likely to have missed school to do domestic work such as caring for younger children or elderly or sick relatives, cooking or cleaning, fetching water or wood, and so on and were least likely to have missed school to work for an employer. Female pupils were more likely than male pupils (16 versus 11 percent) and rural pupils were more likely than urban pupils (15 versus 4 percent) to have missed school to do domestic work. Pupils from the Northern region were much more likely than children in the other regions to have missed school to do domestic work, with 28 percent of pupils missing school for this reason.

Eleven percent of pupils missed school because they did not want to go, with male pupils more likely to have missed school for this reason than female pupils (13 versus 8 percent). Very few pupils missed school because they had been mistreated by teachers or other pupils.

13.2 Primary School Pupil Absenteeism in the Week Preceding the Interview

This section of the chapter presents information on pupil absenteeism during the five school days preceding the survey interview.² About 19 percent of pupils were absent one or more days during the week preceding the interview, and 75 percent missed no days of school (see Table 13.2). Information was missing on 5 percent of pupils, suggesting the difficulty of obtaining this information even with a short period of recall.

Table 13.2 Absenteeism among primary school pupils in the week of school preceding the interview					
Percent distribution of primary school day pupils by absenteeism in the week of school preceding the interview, according to background characteristics, Uganda DES 2001					
Background characteristic	Pupil absenteeism			Total	Number of pupils
	Attended all school days	Absent one or more days	Don't know/missing		
Age					
6-12	76.9	19.8	3.3	100.0	3,493
13-18	71.7	18.7	9.6	100.0	1,823
Sex					
Male	76.2	19.0	4.9	100.0	2,722
Female	74.1	19.9	6.0	100.0	2,594
Residence					
Urban	70.6	14.4	15.0	100.0	663
Rural	75.8	20.1	4.1	100.0	4,654
Region					
Central	74.6	17.0	8.3	100.0	1,847
Eastern	78.8	18.7	2.5	100.0	1,660
Northern	66.7	26.5	6.8	100.0	627
Western	75.3	20.4	4.3	100.0	1,183
Asset Index					
Lowest quintile	73.5	24.5	2.0	100.0	757
Second quintile	73.1	24.9	2.0	100.0	950
Middle quintile	77.0	21.0	2.0	100.0	1,080
Fourth quintile	78.2	17.3	4.5	100.0	1,209
Highest quintile	73.2	13.3	13.5	100.0	1,320
Total	75.1	19.4	5.4	100.0	5,317
Note: Table excludes pupils whose schools were not in session during the week before the household was surveyed.					

² Pupils whose households were surveyed during the May school holidays were not included in the calculation, as schools were not in session at that time. Also excluded were primary school pupils at boarding schools, on the reasoning that parents/guardians would be less likely to know whether the children had missed school during the given week of school.

Table 13.3 presents information on the mean number of days missed as well as the reasons children missed school during the week preceding the interview. Among children who missed school during the five school days preceding the interview, the mean number of days missed was 2.7. Patterns in reasons for absenteeism in the week of school preceding the survey are similar to those found for reasons given for absenteeism in the 2000 year. Illness was the most commonly cited reason for missing school (36 percent), and pupils in rural areas were more likely than those in urban areas to have missed school because of illness.

The need to do work for the household (including domestic work, work on the family farm or in the family business, and work for an employer) was cited as a reason for absenteeism for 17 percent of children who missed school during the week preceding the interview. Among the types of work, domestic work was listed more often than other types of work and was cited more often for older children than for younger children and more often for female pupils than for male pupils.

Pupils also missed school because of various costs of schooling. Almost 15 percent of children were absent during the week preceding the interview because school fees were due and there was no money to pay these fees. In addition, 8 percent of pupils missed school because they did not have uniforms or clothing needed for school or because their uniforms or clothing were not clean enough to wear to school. About 7 percent of children were absent from school because they lacked exercise books and other necessary supplies. Clearly, for some children, the monetary costs of schooling affect the frequency of school attendance.

Table 13.3 Reasons for absenteeism among primary school pupils in the week preceding the interview

Percentage of primary school day pupils who missed school in the week preceding the interview, by reasons for absenteeism and background characteristics, Uganda DES 2001

Background characteristic	Reason pupil missed school												Number of pupils	Mean number of days missed
	Domestic work	Work for family farm/ business	Work for employer	Any work	No money for fees	Did not want to go	Mistreated by teachers or pupils	Funeral/ wedding/ ceremony	Illness	Had no clothes for school	Had no books/ supplies	Other		
Age														
6-12	11.4	4.2	0.0	14.6	14.3	14.9	0.0	6.5	36.7	8.1	6.4	6.1	899	2.7
13-18	12.1	11.2	1.3	22.8	15.3	10.8	0.4	7.2	32.0	5.8	7.2	6.9	316	2.7
Sex														
Male	8.3	7.2	0.7	15.0	14.7	14.9	0.0	7.0	34.9	9.2	6.2	5.8	609	2.8
Female	14.9	4.8	0.0	18.5	14.4	12.7	0.2	6.3	36.1	5.7	7.0	6.9	606	2.7
Residence														
Urban	3.8	0.9	0.0	4.7	53.0	6.2	0.4	3.7	29.4	2.1	0.8	4.0	111	2.4
Rural	12.4	6.5	0.4	18.0	10.7	14.6	0.1	7.0	36.1	8.0	7.2	6.6	1,104	2.7
Region														
Central	5.3	5.5	0.0	9.9	34.8	7.0	0.0	6.7	38.6	3.1	2.3	4.0	369	2.7
Eastern	11.0	4.4	0.5	14.8	4.6	17.0	0.1	9.1	37.8	9.8	10.2	5.5	352	2.7
Northern	15.3	5.5	0.5	20.2	1.3	27.1	0.5	3.6	26.6	12.3	10.7	9.7	222	2.6
Western	18.1	9.2	0.4	25.8	10.8	8.1	0.0	6.0	35.4	6.4	4.4	7.9	272	2.8
Asset Index														
Lowest quintile	20.5	7.3	0.5	26.6	5.0	19.6	0.4	4.4	33.5	8.8	6.9	7.9	239	2.9
Second quintile	10.5	9.1	1.0	19.3	7.4	16.6	0.0	6.3	36.7	10.9	9.7	3.6	289	2.8
Middle quintile	12.2	7.3	0.0	18.6	8.9	13.5	0.0	5.6	34.5	10.6	6.9	8.0	258	2.6
Fourth quintile	10.2	2.6	0.0	11.6	15.2	10.9	0.2	11.4	40.2	2.8	5.6	7.9	235	2.7
Highest quintile	3.2	2.0	0.0	4.7	44.0	6.4	0.0	5.7	31.6	2.1	2.5	4.4	193	2.4
Total	11.6	6.0	0.3	16.8	14.6	13.8	0.1	6.7	35.5	7.5	6.6	6.3	1,215	2.7

Note: Table excludes pupils whose schools were not in session during the week before the household was surveyed.

13.3 Pupil Absenteeism and Household Work

Parents/guardians were asked whether they agreed or disagreed with a statement saying that children should be kept home from school whenever necessary to work or help at home (see Table 13.4). Most parent/guardian respondents (93 percent) disagreed with the statement. Parents/guardians in rural areas were slightly more likely to agree that children should be kept at home when needed, and parents in the Northern region were more likely than their peers elsewhere to agree with the statement.

Table 13.4 Importance of child's work or help in the household					
Percent distribution of parents/guardians by whether they agree or disagree that parents should keep their children home from school whenever necessary to work or help in the household, according to background characteristics, Uganda DES 2001					
Background characteristic	Should keep children home to work or help in the household			Total	Number of parents/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	5.5	93.9	0.5	100.0	1,857
Female	6.5	93.0	0.5	100.0	2,389
Residence					
Urban	2.7	97.0	0.4	100.0	481
Rural	6.5	92.9	0.6	100.0	3,765
Region					
Central	2.6	97.2	0.2	100.0	1,409
Eastern	6.6	91.9	1.5	100.0	1,164
Northern	16.9	82.9	0.2	100.0	646
Western	3.4	96.5	0.1	100.0	1,026
Asset Index					
Lowest quintile	10.8	88.5	0.7	100.0	854
Second quintile	8.5	91.0	0.5	100.0	846
Middle quintile	4.0	95.6	0.4	100.0	914
Fourth quintile	3.7	95.5	0.8	100.0	865
Highest quintile	3.1	96.6	0.3	100.0	767
Total	6.1	93.4	0.5	100.0	4,246

INFORMAL TRAINING

In an effort to capture data on skills that children acquire in addition to academic and school-based skills, parents/guardians were asked whether their 13- to 18-year old children had ever had informal training in a trade or a skill through an apprenticeship with a skilled person or through an informal relationship with a skilled person. An apprenticeship usually involves a full-time working relationship with a skilled tradesman or artisan, with the apprentice learning on the job. Informal training, apart from an apprenticeship, can occur irregularly or on a regular basis, with the child learning a skill such as sewing or carpentry from a skilled person. This informal training might occur either in or outside the household. For children with some informal training, parents/guardians were asked to list up to two trades or skills the child had developed and to answer a question about whether the child had ever had a job or earned money using these skills.¹

14.1 Acquisition of Skills

Table 14.1 presents information on the percentage of children who have received informal training of some kind. The table also shows what kinds of training children have received, among those who have had some informal training. In this table, informal training is classified broadly as domestic/crafts, trades, and other. Domestic/crafts includes training in cooking and baking, sewing and knitting, basketry (which includes the making of baskets, mats, brooms, and ropes), and other crafts. The trades include construction, carpentry, welding, mechanics, electronics, and other related trades. Other includes farming and other types of skills not captured in the previous two categories.

Male children are less likely than female children age 13-18 to have received informal training (27 percent compared with 41 percent). For male and female children, there are no appreciable differences by wealth or by urban-rural residence, although there are regional differences. Children in the Eastern region are more likely than those in other regions to have received informal training (35 percent of male and 48 percent of female children).

Among children with some kind of informal training, there are enormous gender differences in type of skills acquired. Virtually no female children with any informal training (1 percent) have received training in the trades, compared with 61 percent of male children. On the other hand, female children with any informal training were more likely than male children to have had training in domestic/crafts (94 percent versus 38 percent).

Among male children with informal training, there is great variation in skills acquired by residence, region, and wealth. Male children with informal training in rural areas are more than twice as likely as those in urban areas to have had training in domestic/crafts. Conversely, male children with informal training in urban areas are more likely than those in rural areas to have been trained in the trades (76 percent compared with 60 percent). Male children with informal training in the Central region are more likely than those in other regions to have had training in trade skills and less likely to have had training in domestic/crafts. Male children with informal training in the highest wealth quintile are less likely than those in other wealth groups to have received training in domestic/crafts and more likely to have received training in the trades.

¹ Note that in all the tables presented in this chapter, because up to two trades were listed for each child with training, the percentages with training in various skills do not add to 100 percent.

Table 14.1 Informal training in trades or skills

Percentage of male and female children age 13-18 who have received informal training or had an apprenticeship in a trade or skill, by background characteristics, Uganda DES 2001

Background characteristic	Percentage who received training	Number of children	Type of skill acquired			Number of children who received training
			Domestic/crafts	Trades	Other	
MALE						
Residence						
Urban	26.8	239	18.7	75.8	10.2	64
Rural	26.5	1,762	40.5	59.2	10.9	467
Region						
Central	23.6	749	18.6	75.9	10.6	177
Eastern	35.1	487	45.8	59.6	7.7	171
Northern	26.8	292	40.5	54.2	11.6	78
Western	22.2	471	55.5	44.2	15.6	105
Asset Index						
Lowest quintile	27.0	307	33.7	60.2	12.0	83
Second quintile	27.7	374	46.7	52.4	15.1	103
Middle quintile	28.1	411	45.8	52.7	15.6	115
Fourth quintile	25.6	465	37.1	67.8	5.4	119
Highest quintile	25.0	445	25.4	71.9	6.7	111
Total	26.6	2,000	37.9	61.2	10.8	531
FEMALE						
Residence						
Urban	41.8	279	96.4	0.0	4.0	116
Rural	40.7	1,585	93.9	0.8	6.5	645
Region						
Central	41.2	697	92.2	0.9	6.8	287
Eastern	47.8	482	96.8	0.0	3.7	231
Northern	39.0	251	94.4	1.8	4.8	98
Western	33.6	434	94.3	0.6	9.7	146
Asset Index						
Lowest quintile	37.7	261	93.6	1.8	6.4	98
Second quintile	36.9	292	95.9	0.0	5.9	108
Middle quintile	39.2	376	94.7	0.6	5.1	147
Fourth quintile	43.9	428	93.5	0.0	7.0	188
Highest quintile	43.4	507	94.0	1.1	6.1	220
Total	40.9	1,863	94.3	0.7	6.1	761
TOTAL						
Total	33.5	3,863	71.1	25.6	8.1	1,292

Among female children, there is remarkably little variation, with virtually all children with informal training having training in domestic/crafts. Only 1 percent of female children with informal training had training in the trades, and 6 percent had training in other skills.

14.2 Use of Skills

Table 14.2 provides information about whether children with some informal training have earned money or held a job using skills acquired informally. Among children age 13-18, about one in three children with informal training has earned money or held a job using a particular skill. Male children with informal training are considerably more likely than female children to have held a job or earned money using a skill (41 percent compared with 24 percent), and children with informal training in urban areas are more likely than those in rural areas to have held a job or earned money using a skill acquired informally (40 percent versus 29 percent).

Table 14.2 Earning money or holding a job using skill		
Among children age 13-18 who have had informal training, the percentage who have held a job or earned money using that skill, by background characteristics, Uganda DES 2001		
Background characteristic	Percentage holding a job or earning money	Number of children who received training
Sex		
Male	40.8	531
Female	23.5	761
Residence		
Urban	40.4	180
Rural	29.0	1,112
Total	30.6	1,292

Table 14.3 presents information about children age 13-18 who have held jobs or earned money using a skill acquired informally. Of all children who have held jobs or earned money using one or more skills acquired informally, 58 percent of them were trained in domestic/crafts, 39 percent in the trades, and 11 percent in other skills. Not surprisingly, 93 percent of female children who had earned money or held a job using a skill acquired informally had training in domestic/crafts, compared with only 28 percent of male children. The majority of male children who had earned money or held a job using a skill acquired informally had training in the trades (72 percent). Among children in urban areas who had earned money or held a job using a skill acquired informally, equal percentages (47 percent) had training in domestic/crafts and in the trades. Among children in rural areas who had earned money or held a job using a skill acquired informally, 60 percent had training in domestic/crafts and 38 percent had training in trade skills.

Table 14.3 Skill used to earn money				
Among children holding a job or earning money, the percentage using various types of skills to hold a job or earn money, by background characteristics, Uganda DES 2001				
Background characteristic	Type of skill			Number of children with a skill holding a job or earning money
	Domestic/crafts	Trades	Other	
Sex				
Male	28.4	71.6	13.8	217
Female	93.2	0.0	8.1	179
Residence				
Urban	46.6	46.9	12.1	73
Rural	60.2	37.5	11.0	323
Total	57.7	39.3	11.2	396

The major objective of the 2001 UDES sample design was to provide information on decision-making about education for children age 6-18. The 2001 UDES was designed to be linked to the 2000-2001 UDHS, and used the same sampling frame. To give a complete explanation of the sample, it is necessary to first address the sample design for the 2000-2001 UDHS, then the subsequent design for the UDES.

UDHS

The major objective of the 2000-2001 UDHS sample design was to provide independent estimates with acceptable precision for important population and health indicators. The sample was designed to provide these estimates for different domains, including estimates for the country, for urban and rural areas, for each of the four regions, and for eleven selected districts (each as a separate domain). The selected districts were chosen for programmatic importance.

The population covered by the 2000-2001 UDHS was all women age 15-49 living in the selected households. Although the initial target sample was 6,500 completed interviews with eligible women, the final sample was 7,245 completed interviews. Information on sampling errors and response rates from the 1995 UDHS was used to help determine the most efficient allocation of the target interviews. A total of 7,500 households were selected, with a final sample that included 7,885 households. In one in every three households selected for the women's interview, men age 15-54 were interviewed, with a total of 1,962 completed interviews with eligible men. Vitamin A testing was carried out in every other household selected for the male survey. In these households, all women 15-49 and children under five years old were tested.

Sample Frame

In the 2000-2001 UDHS sample design, the number of selected enumeration areas (EAs) for each district was not allocated in proportion to the district's total population because of the need to present estimates by urban-rural residence. Since a large proportion of the population resides in rural areas, urban areas were oversampled to generate unbiased estimates. In addition to producing urban-rural estimates, the 2000-2001 UDHS was designed to provide estimates for each of the four regions, defined as follows:

- Central:** Kalangala, Kampala, Kiboga, Luwero, Masaka, Mpigi, Mubende, Mukono, Sembabule, Nakasongola, and Rakai
- Eastern:** Iganga, Jinja, Kamuli, Kapchorwa, Kumi, Mbale, Pallisa, Soroti and Tororo
- Northern:** Apac, Arua, Lira, Moyo, and Nebbi
- Western:** Bushenyi, Hoima, Kabale, Kasese (urban), Kibaale, Kisoro, Masindi, Mbarara, and Rukungiri.

Due to problems related to insecurity in selected areas of the country, Gulu, Kitgum, Bundibugyo, and Kabarole districts were excluded from the survey. The omission of these districts does not affect the country, region, or urban-rural estimates.

The UDHS sample was also specifically designed to produce estimates for a group of nine districts covered in the USAID-funded Delivery of Improved Services for Health (DISH) project and three districts in the Community Reproductive Health Project (CREHP). These districts are grouped in five sub-domains for which contraceptive prevalence estimates will be presented. To allow for unbiased estimates for these groups, a minimum of 500 completed interviews are targeted. These groups are as follows:

Group 1: Kasese (urban) and Mbarara
 Group 2: Masaka and Rakai
 Group 3: Luwero and Masindi
 Group 4: Jinja and Kamuli
 Group 5: Kampala
 CREHP districts: Kisoro, Kabale, and Rukungiri.

Sample Selection

Based on the 2000-2001 UDHS sample design objectives, a total of 298 EAs were selected: 196 in rural areas and 102 in urban areas. All districts are represented in the sample except for the unsecure districts mentioned previously, but the sample is specifically designed to allow for estimation of certain parameters for the following “oversampled” DISH and CREHP districts. Specifically, 25 eligible women interviews were to be completed in each EA, except in Kampala where 11 interviews were to be completed. A simple systematic sample of EAs was implemented district by district, with EAs selected systematically with probability proportional to the number of households in each EA. The selection is done using the following formula:

$$P_{1i} = (a * M_i) / (\sum M_i)$$

where

a is the number of EAs to be selected in the area,

M_i is the number of households of the i^{th} EA in the 1991 Population Census,

$\sum M_i$ is the number of households in the urban (or rural) area in the district according to the 1991 Population Census.

In each selected EA, a complete household listing operation was carried out, and households were selected to achieve a self-weighted sampling fraction in each urban (or rural) area in the district. However, since the 2000-2001 UDHS sample is weighted, a final weighing adjustment was calculated for each study domain.

After the overall sampling fraction (f) by urban (or rural) area in the district has been calculated, and if c_i is the number of households selected out of the total number of households (L_i) found in the listing process for the i^{th} EA, the self-weighting condition can be expressed as:

$$f = P_{1i} * (c_i / L_i)$$

The final number of households is

$$c_i = (f * L_i) / P_{1i}$$

and the household selection interval is

$$I_i = L_i / c_i$$

$$I_i = P_{1i} / f$$

Sample Implementation

The results indicate that 8,792 potential households were selected. The 2000-2001 UDHS fieldwork teams successfully completed interviews in 7,885, yielding a household response rate of 96 percent. The main reasons that potential households were not interviewed were that the potential household was found to be vacant at the time of the interview or the household was away for an extended period; in total this accounted for about 7 percent of potential households. The household response rate was highest in the Northern Region and in rural areas (97 percent) and was lowest in the urban areas (92 to 94 percent).

In the interviewed households, 7,717 eligible women were identified, 94 percent of whom were successfully interviewed. The overall individual women's response rate was 90 percent. This rate varies widely across the urban and rural areas (85 percent and 93 percent, respectively) and across regions, where it ranges between 92 percent in the Northern and Western regions and 86 percent in the Central region. For eligible men, the overall response rate was lower than for women (81 percent). This rate also has a wider range than that for women (between 72 and 88 percent).

UDES

The sample was design to provide data at the national, urban-rural, and in some cases, regional levels. The goal of the 2001 UDES sample was to obtain 10,000 completed interviews on children age 6-18. The final sample was 11,610 completed eligible child interviews.

For the 2001 UDES, a total of 283 EAs, 98 in urban areas and 185 in rural areas, were selected from the 298 EAs included the UDHS sample. Fifteen EAs in the three oversampled CREHP districts were omitted from the sample.

Within the 283 EAs, households with children who were age 5-18 at the time of the 2000-2001 UDHS were included in the 2001 UDES sample.¹ Excluded from this sample were households headed by children under the age of 19. Also excluded from the sample were children age 5-18 living in households headed by adults (those age 19 or older) and who were either the spouse of the head of the household or the son-in-law or daughter-in-law of the household head. All children living in households headed by children and those children who were married and not living with a parent/guardian were excluded because the 2001 UDES is designed to collect data on children's schooling from a parent's/guardian's perspective, and it was decided that for these children, no one in the given household could respond to questions from the perspective of a parent/guardian. Within these households with one or more children age 5-18, all children within the age range (with the exceptions noted above) were included in the sample.

The results indicate that 4,835 potential households were selected and the 2001 UDES fieldwork teams successfully interviewed 4,217 households, yielding an overall response rate of 96 percent. The main reasons that potential households were not interviewed were that the entire household was absent or the household had moved. The household response rate was higher in rural areas than in urban areas (97 percent versus 93 percent, respectively). In the interviewed households, 11,614 children were found and Eligible Child Questionnaires were completed for 11,610.

¹ The 2001 UDHS is concerned with children of school age, namely, those age 6-18. However, children who were age five at the time of the 2000-2001 UDHS were also included in the sample because of the possibility that they had become age six by the time of the 2001 UDES.

The estimates from a sample survey are affected by two types of errors: (1) non-sampling errors and (2) sampling errors. Non-sampling errors are the results of mistakes made in implementing data collection and data processing, such as failure to locate and interview the correct household, misunderstanding of the questions on the part of either the interviewer or the respondent, and data entry errors. Although numerous efforts were made during the implementation of the 2000-2001 UDHS and the 2001 UDES to minimise this type of error, non-sampling errors are impossible to avoid and difficult to evaluate statistically.

Sampling errors, on the other hand, can be evaluated statistically. The sample of respondents selected in the 2000-2001 UDHS and 2001 UDES is only one of many samples that could have been selected from the same population, using the same design and expected size. Each of these samples would yield results that differ somewhat from the results of the actual sample selected. Sampling errors are a measure of the variability between all possible samples. Although the degree of variability is not known exactly, it can be estimated from the survey results.

A sampling error is usually measured in terms of the *standard error* for a particular statistic (mean, percentage, etc.), which is the square root of the variance. The standard error can be used to calculate confidence intervals within which the true value for the population can reasonably be assumed to fall. For example, for any given statistic calculated from a sample survey, the value of that statistic will fall within a range of plus or minus two times the standard error of that statistic in 95 percent of all possible samples of identical size and design.

If the sample of respondents had been selected as a simple random sample, it would have been possible to use straightforward formulas for calculating sampling errors. However, the 2000-2001 UDHS and 2001 UDES samples are the result of a two-stage, stratified design, and consequently, it was necessary to use more complex formulae. The computer software used to calculate sampling errors for the 2000-2001 UDHS and 2001 UDES is the ISSA Sampling Error Module (SAMPERR). This module used the Taylor linearisation method of variance estimation for survey estimates that are means or proportions. The Jackknife repeated replication method is used for variance estimation of more complex statistics such as fertility and mortality rates.

The Taylor linearisation method treats any percentage or average as a ratio estimate, $r = y/x$, where y represents the total sample value for variable y , and x represents the total number of cases in the group or subgroup under consideration. The variance of r is computed using the formula given below, with the standard error being the square root of the variance:

$$var(r) = \frac{1-f}{x^2} \sum_{h=1}^H \left[\frac{m_h}{m_h-1} \left(\sum_{i=1}^{m_h} z_{hi}^2 - \frac{z_h^2}{m_h} \right) \right]$$

in which

$$z_{hi} = y_{hi} - r \cdot x_{hi}, \text{ and } z_h = y_h - r \cdot x_h$$

where

h	represents the stratum which varies from 1 to H ,
m_h	is the total number of clusters selected in the h^{th} stratum,
y_{hi}	is the sum of the weighted values of variable y in the i^{th} cluster in the h^{th} stratum,
x_{hi}	is the sum of the weighted number of cases in the i^{th} cluster in the h^{th} stratum, and
f	is the overall sampling fraction, which is so small that it is ignored.

The Jackknife repeated replication method derives estimates of complex rates from each of several replications of the parent sample, and calculates standard errors for these estimates using simple formulae. Each replication considers *all but one* cluster in the calculation of the estimates. Pseudo-independent replications are thus created. In the 2000-2001 UDHS, of the 298 clusters selected in the sample, one cluster did not have any eligible women. Hence, 297 replications were created. Similarly, for the 2001 UDES, of the 283 clusters selected in the sample, one cluster did not have any eligible women. Hence, 282 replications were created. The variance of a rate r is calculated as follows:

$$se^2(r) = var(r) = \frac{1}{k(k-1)} \sum_{i=1}^k (r_i - r)^2$$

in which

$$r_1 = kr - (k-1)r_{(i)}$$

where

r	is the estimate computed from the full sample of 297 or 283 clusters,
$r_{(i)}$	is the estimate computed from the reduced sample of 296 or 282 clusters (i^{th} cluster excluded), and
k	is the total number of clusters.

In addition to the standard error, SAMPERR computes the design effect (DEFT) for each estimate, which is defined as the ratio between the standard error using the given sample design and the standard error that would result if a simple random sample had been used. A DEFT value of 1.0 indicates that the sample design is as efficient as a simple random sample, while a value greater than 1.0 indicates the increase in the sampling error due to the use of a more complex and less statistically efficient design. SAMPERR also computes the relative error and confidence limits for the estimates.

Sampling errors for the 2000-2001 UDHS are calculated for selected variables considered to be of primary interest. The sampling errors are presented in this appendix for the country as a whole, for women and men, for urban and rural areas, and for each of the four regions (Central, Eastern, Northern, and Western). For each variable, the type of statistic (mean, proportion, or rate) and the base population are given in Table B.1. Tables B.2 to B.10 present the value of the statistic (R), its standard error (SE), the number of unweighted (N) and weighted (WN) cases, the design effect (DEFT), the relative standard error (SE/R), and the 95 percent confidence limits ($R \pm 2SE$), for each variable. The DEFT is considered undefined when the standard error considering simple random sample is 0 (when the estimate is close to 0 or 1).

In general, the relative standard error for most estimates for the country as a whole is small, except for estimates of very small proportions. There are some differentials in the relative standard error for the estimates of sub-populations. For example, for the variable *never attended school*, the relative standard errors as a percentage of the estimated mean for the whole country, for males, and for females are 6.2 percent, 7.8 percent, and 8.2 percent, respectively.

The confidence interval (e.g., as calculated for the variable *never attended school*) can be interpreted as follows: the overall national sample proportion is 0.063 (or 6.3 percent) and its standard error is 0.004. Therefore, to obtain the 95 percent confidence limits, one adds and subtracts twice the standard error to the sample estimate, i.e., $0.063 \pm 2 \times 0.004$. There is a high probability (95 percent) that the *true* proportion of children age 6-12 who have never attended school is between 5.5 and 7.1 percent.

Table B.1 List of selected variables for sampling errors, 2000-2001 UDHS and 2001 UDES			
Variable	Estimate	Base population	Source
No education	Proportion	Adult household population	UDHS
Complete secondary or higher	Proportion	Adult household population	UDHS
Cannot read	Proportion	All eligible men 15-54 or women 15-49	UDHS
Never attended school	Proportion	All eligible children 6-12	UDES
Dropped out of school	Proportion	All eligible children 6-12	UDES
Currently attending school	Proportion	All eligible children 6-12	UDES
Non-zero expenditures on primary school uniforms	Mean	Primary school pupils	UDES
Non-zero expenditures on primary school supplies	Mean	Primary school pupils	UDES

Table B.2 Sampling errors: Total sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un-weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.228	0.007	17,429	17,497	2.140	0.030	0.215	0.242
Complete secondary or higher	0.057	0.003	17,429	17,497	1.854	0.057	0.051	0.064
Never attended school	0.063	0.004	6,867	6,967	1.341	0.062	0.055	0.071
Dropped out of school	0.025	0.003	6,867	6,967	1.364	0.103	0.020	0.030
Currently attending school	0.912	0.005	6,867	6,967	1.479	0.006	0.902	0.922
Non-zero expenditures on primary school uniforms (100Sh.)	74.218	2.909	5,821	5,812	1.366	0.039	68.400	80.037
Non-zero expenditures on primary school supplies (100Sh.)	68.683	2.725	7,096	7,213	1.922	0.040	63.232	74.134

Table B.3 Sampling errors: Male sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un-weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.131	0.006	8,290	8,307	1.514	0.043	0.120	0.142
Complete secondary or higher	0.079	0.004	8,290	8,307	1.509	0.056	0.070	0.088
Cannot read	0.162	0.011	1,962	1,962	1.332	0.068	0.140	0.184
Never attended school	0.063	0.005	3,460	3,539	1.186	0.078	0.053	0.072
Dropped out of school	0.023	0.003	3,460	3,539	1.353	0.152	0.016	0.029
Currently attending school	0.912	0.006	3,460	3,539	1.279	0.007	0.903	0.927
Non-zero expenditures on primary school uniforms (100Sh.)	77.025	4.550	2,941	2,974	1.163	0.059	67.926	86.124
Non-zero expenditures on primary school supplies (100Sh.)	66.512	2.748	3,586	3,695	1.358	0.041	61.016	72.008

Table B.4 Sampling errors: Female sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un- weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.317	0.009	9,139	9,190	1.876	0.029	0.299	0.335
Complete secondary or higher	0.037	0.003	9,139	9,190	1.613	0.086	0.031	0.044
Cannot read	0.403	0.010	7,246	7,246	1.708	0.024	0.388	0.423
Never attended school	0.063	0.005	3,407	3,428	1.239	0.082	0.053	0.074
Dropped out of school	0.027	0.003	3,407	3,428	1.178	0.120	0.021	0.034
Currently attending school	0.909	0.007	3,407	3,428	1.352	0.007	0.896	0.922
Non-zero expenditures on primary school uniforms (100Sh.)	71.277	2.347	2,880	2,838	1.524	0.033	66.582	75.971
Non-zero expenditures on primary school supplies (100Sh.)	70.964	3.448	3,510	3,518	1.737	0.049	64.068	77.860

Table B.5 Sampling errors: Urban sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un- weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.071	0.007	5,565	2,617	2.125	0.103	0.056	0.086
Complete secondary or higher	0.195	0.010	5,565	2,617	1.879	0.051	0.175	0.215
Cannot read (male)	0.053	0.014	601	325	1.537	0.266	0.025	0.081
Cannot read (female)	0.144	0.010	2,416	1,207	1.445	0.072	0.124	0.165
Never attended school	0.018	0.004	1,611	687	1.122	0.208	0.010	0.025
Dropped out of school	0.028	0.006	1,611	687	1.343	0.197	0.017	0.039
Currently attending school	0.954	0.007	1,611	687	1.401	0.008	0.940	0.969
Non-zero expenditures on primary school uniforms (100Sh.)	188.916	8.136	1,507	632	1.926	0.043	172.645	205.188
Non-zero expenditures on primary school supplies (100Sh.)	177.570	10.399	1,707	712	1.922	0.059	159.772	198.368

Table B.6 Sampling errors: Rural sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un- weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.256	0.008	11,864	14,881	1.946	0.030	0.241	0.272
Complete secondary or higher	0.033	0.003	11,864	14,881	2.039	0.102	0.026	0.040
Cannot read (male)	0.184	0.013	1,361	1,637	1.236	0.071	0.158	0.210
Cannot read (female)	0.455	0.011	4,830	6,039	1.573	0.025	0.432	0.477
Never attended school	0.068	0.004	5,256	6,281	1.253	0.064	0.059	0.077
Dropped out of school	0.025	0.003	5,256	6,281	1.303	0.113	0.019	0.030
Currently attending school	0.907	0.006	5,256	6,281	1.389	0.006	0.896	0.919
Non-zero expenditures on primary school uniforms (100Sh.)	60.216	3.082	4,314	5,180	1.292	0.051	54.053	66.380
Non-zero expenditures on primary school supplies (100Sh.)	56.755	2.720	5,389	6,501	2.114	0.048	51.316	62.195

Table B.7 Sampling errors: Central sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un- weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.143	0.011	5,945	5,587	2.391	0.076	0.121	0.165
Complete secondary or higher	0.098	0.008	5,945	5,587	1.989	0.078	0.083	0.114
Cannot read (male)	0.096	0.014	677	671	1.192	0.141	0.069	0.123
Cannot read (female)	0.196	0.012	2,445	2,341	1.461	0.060	0.173	0.220
Never attended school	0.040	0.006	2,348	2,366	1.394	0.142	0.028	0.051
Dropped out of school	0.034	0.006	2,347	2,366	1.594	0.176	0.022	0.046
Currently attending school	0.927	0.009	2,347	2,366	1.589	0.009	0.909	0.944
Non-zero expenditures on primary school uniforms (100Sh.)	107.629	5.187	1,817	1,759	1.905	0.048	97.255	118.003
Non-zero expenditures on primary school supplies (100Sh.)	114.823	5.820	2,256	2,256	1.683	0.051	103.183	126.462

Table B.8 Sampling errors: Eastern sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un- weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.226	0.013	4,192	4,800	2.045	0.058	0.200	0.253
Complete secondary or higher	0.042	0.005	4,192	4,800	1.634	0.120	0.032	0.053
Cannot read (male)	0.200	0.031	466	523	1.652	0.153	0.139	0.261
Cannot read (female)	0.520	0.017	1,767	1,956	1.443	0.033	0.486	0.555
Never attended school	0.041	0.006	1,747	1,921	1.314	0.151	0.029	0.054
Dropped out of school	0.013	0.004	1,747	1,921	1.286	0.267	0.006	0.020
Currently attending school	0.945	0.008	1,747	1,921	1.384	0.008	0.930	0.960
Non-zero expenditures on primary school uniforms (100Sh.)	54.627	1.869	1,701	1,868	1.736	0.034	50.890	58.364
Non-zero expenditures on primary school supplies (100Sh.)	47.725	1.766	2,004	2,241	1.677	0.037	44.193	51.258

Table B.9 Sampling errors: Northern sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un- weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.336	0.024	2,420	2,661	2.520	0.072	0.288	0.385
Complete secondary or higher	0.032	0.006	2,420	2,661	1.569	0.174	0.021	0.044
Cannot read (male)	0.142	0.028	273	284	1.345	0.201	0.085	0.199
Cannot read (female)	0.656	0.028	1,041	1,158	1.917	0.043	0.600	0.713
Never attended school	0.142	0.014	1,003	995	1.308	0.102	0.113	0.171
Dropped out of school	0.024	0.005	1,003	995	1.051	0.213	0.014	0.034
Currently attending school	0.834	0.016	1,003	995	1.377	0.019	0.802	0.867
Non-zero expenditures on primary school uniforms (100Sh.)	74.872	14.989	861	815	1.153	0.200	44.895	104.849
Non-zero expenditures on primary school supplies (100Sh.)	39.137	2.273	998	960	1.551	0.61	34.392	43.882

Table B.10 Sampling errors: Western sample, 2000-2001 UDHS and 2001 UDES								
Variable	Value (R)	Standard error (SE)	Number of cases		Design effect (DEFT)	Relative error (DEFT)	Confidence limits	
			Un- weighted (N)	Weighted (N)			R-2SE	R+2SE
No education	0.274	0.009	4,872	449	1.415	0.033	0.255	0.292
Complete secondary or higher	0.036	0.004	4,872	4,449	1.580	0.117	0.028	0.044
Cannot read (male)	0.224	0.019	546	484	1.036	0.083	0.187	0.261
Cannot read (female)	0.381	0.019	1,993	1,792	1.747	0.050	0.343	0.419
Never attended school	0.074	0.008	1,770	1,685	1.299	0.109	0.058	0.090
Dropped out of school	0.027	0.004	1,770	1,685	1.104	0.159	0.018	0.035
Currently attending school	0.899	0.010	1,770	1,685	1.380	0.011	0.880	0.919
Non-zero expenditures on primary school uniforms (100Sh.)	57.659	1.915	1,442	1,370	1.287	0.033	53.828	61.489
Non-zero expenditures on primary school supplies (100Sh.)	52.314	4.843	1,838	1,756	1.651	0.093	42.629	61.999

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Kaye Mitchell, Document Production Specialist
Celia Khan, Cover Design

UDES HOUSEHOLD QUESTIONNAIRE (ENGLISH)

UGANDA, UBOS

IDENTIFICATION	
REGION <input type="text"/>	EA NAME <input type="text"/>
DISTRICT <input type="text"/>	DHS CLUSTER NUMBER <input type="text"/>
COUNTY <input type="text"/>	URBAN/RURAL (URBAN=1, RURAL=2) <input type="text"/>
SUBCOUNTY/TOWN <input type="text"/>	HOUSEHOLD NUMBER <input type="text"/>
PARISH/LC2 NAME <input type="text"/>	NAME OF HOUSEHOLD HEAD <input type="text"/>

1	We would like some information about the people who lived in your household or who were staying with you several months ago. Does (NAME OF HOUSEHOLD HEAD) usually live in your household?	YES..... 1 NO..... 2	→ COLUMN 8
2	Did (NAME OF HOUSEHOLD HEAD) used to live in your household?	YES..... 1 NO..... 2	→ COLUMN 8
3	Do any of the following people currently live in your household: (READ NAMES FROM COLUMN 5)?	YES..... 1 NO..... 2	→ COLUMN 8 → (INTERVIEWER VISITS, RESULT CODE 9)

INTERVIEWER VISITS					
	1	2	3	FINAL VISIT	
DATE				DAY	<input type="text"/>
INTERVIEWER=S NAME				MONTH	<input type="text"/>
RESULT*				YEAR	<input type="text"/>
				NAME	<input type="text"/>
				RESULT	<input type="text"/>
NEXT VISIT: DATE				TOTAL NO. OF VISITS	<input type="text"/>
TIME					
*RESULT CODES: 1 COMPLETED 2 NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT 3 ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME 4 POSTPONED 5 REFUSED 6 DWELLING VACANT OR ADDRESS NOT A DWELLING 7 DWELLING DESTROYED 8 DWELLING NOT FOUND 9 HOUSEHOLD MOVED; END OF INTERVIEW 10 OTHER (SPECIFY)				TOTAL PERSONS IN HOUSEHOLD	<input type="text"/>
				TOTAL PARENTS/ GUARDIANS	<input type="text"/>
				TOTAL ELIGIBLE CHILDREN	<input type="text"/>
				LINE NO. OF RESP. TO HOUSEHOLD SCHEDULE	<input type="text"/>

SUPERVISOR	OFFICE EDITOR	KEYED BY
NAME <input type="text"/>	<input type="text"/>	<input type="text"/>
DATE <input type="text"/>	<input type="text"/>	<input type="text"/>

HOUSEHOLD SCHEDULE

INFORMATION FROM UDHS				
LINE NO.	NAMES OF USUAL RESIDENTS AND VISITORS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE
				IF AGE RECORDED AS 5-18, CONTINUE TO COL. 9. IF AGE NOT RECORDED AS 5-18, GO TO NEXT LINE.
(4)	(5)	(6)	(7)	(8)
01				
02				
03				
04				
05				
06				
07				
08				

IF AGE 5-18 YEARS				
RESIDENCE	NO LONGER RESIDENT	MOVED FOR SCHOOL	ELIGIBILITY	ELIGIBLE CHILD'S PARENT/GUARDIAN
Does (NAME) usually live in this household?	Why is (NAME) no longer living in this household? 1. MOVED TO NEW HOUSEHOLD 2. LIVES ABROAD 3. NEVER USUAL RESIDENT 4. DIED 6. OTHER (SPECIFY BELOW)	Did (NAME) move away from this household in order to attend school?	CHECK COL. 9 IF USUALLY LIVES IN HOUSEHOLD CIRCLE LINE NO.	Who in the household is best able to answer questions about (NAME)'s education? RECORD PARENT/GUARDIAN'S LINE NUMBER. IF NO LINE NUMBER, ADD NAME TO COLUMN (5) AND RECORD LINE NUMBER.
(9)	(10)	(11)	(12)	(13)
YES NO	1 2 3 4 6 (SPECIFY)	YES NO		
1 GO TO 12	2 3 4 6 (SPECIFY) NEXT LINE	1 NEXT LINE	01	
1 GO TO 12	2 3 4 6 (SPECIFY) NEXT LINE	1 NEXT LINE	02	
1 GO TO 12	2 3 4 6 (SPECIFY) NEXT LINE	1 NEXT LINE	03	
1 GO TO 12	2 3 4 6 (SPECIFY) NEXT LINE	1 NEXT LINE	04	
1 GO TO 12	2 3 4 6 (SPECIFY) NEXT LINE	1 NEXT LINE	05	
1 GO TO 12	2 3 4 6 (SPECIFY) NEXT LINE	1 NEXT LINE	06	
1 GO TO 12	2 3 4 6 (SPECIFY) NEXT LINE	1 NEXT LINE	07	
1 GO TO 12	2 3 4 6 (SPECIFY) NEXT LINE	1 NEXT LINE	08	

INFORMATION FROM UDHS				
LINE NO.	NAMES OF USUAL RESIDENTS AND VISITORS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE
				IF AGE RECORDED AS 5-18, CONTINUE TO COL. 9. IF AGE NOT RECORDED AS 5-18, GO TO NEXT LINE.
(4)	(5)	(6)	(7)	(8)
09				
10				
11				
12				
13				
14				
15				
16				

IF AGE 5-18 YEARS				
RESIDENCE	NO LONGER RESIDENT	MOVED FOR SCHOOL	ELIGIBILITY	ELIGIBLE CHILD'S PARENT/GUARDIAN
Does (NAME) usually live in this household?	Why is (NAME) no longer living in this household? 2. MOVED TO NEW HOUSEHOLD 2. LIVES ABROAD 3. NEVER USUAL RESIDENT 4. DIED 6. OTHER (SPECIFY BELOW)	Did (NAME) move away from this household in order to attend school?	CHECK COL. 9 IF USUALLY LIVES IN HOUSEHOLD CIRCLE LINE NO.	Who in the household is best able to answer questions about (NAME)'s education? RECORD PARENT/GUARDIAN'S LINE NUMBER. IF NO LINE NUMBER, ADD NAME TO COLUMN (5) AND RECORD LINE NUMBER.
(9)	(10)	(11)	(12)	(13)
YES NO 1 2 1 GO TO 12	1 2 3 4 6 (SPECIFY) NEXT LINE	YES NO 1 2 1 NEXT LINE	09	
1 2 1 GO TO 12	1 2 3 4 6 (SPECIFY) NEXT LINE	1 2 1 NEXT LINE	09	
1 2 1 GO TO 12	1 2 3 4 6 (SPECIFY) NEXT LINE	1 2 1 NEXT LINE	09	
1 2 1 GO TO 12	1 2 3 4 6 (SPECIFY) NEXT LINE	1 2 1 NEXT LINE	09	
1 2 1 GO TO 12	1 2 3 4 6 (SPECIFY) NEXT LINE	1 2 1 NEXT LINE	09	
1 2 1 GO TO 12	1 2 3 4 6 (SPECIFY) NEXT LINE	1 2 1 NEXT LINE	09	
1 2 1 GO TO 12	1 2 3 4 6 (SPECIFY) NEXT LINE	1 2 1 NEXT LINE	09	
1 2 1 GO TO 12	1 2 3 4 6 (SPECIFY) NEXT LINE	1 2 1 NEXT LINE	09	

**DHS EDDATA: PARENT/GUARDIAN QUESTIONNAIRE
PARTS A & B**

UGANDA,UBOS

IDENTIFICATION	
REGION _____ <input type="text"/>	EA NAME _____ <input type="text"/>
DISTRICT _____ <input type="text"/>	DHS CLUSTER NUMBER <input type="text"/>
COUNTY _____ <input type="text"/>	URBAN/RURAL (URBAN=1, RURAL=2) <input type="text"/>
SUBCOUNTY/TOWN _____ <input type="text"/>	HOUSEHOLD NUMBER <input type="text"/>
PARISH/LC2 NAME _____ <input type="text"/>	NAME AND LINE NUMBER OF PARENT/GUARDIAN _____ <input type="text"/>

INTERVIEWER VISITS				
	1	2	3	FINAL VISIT
DATE				DAY <input type="text"/> MONTH <input type="text"/> YEAR <input type="text"/>
INTERVIEWER=S NAME				NAME <input type="text"/>
RESULT*				RESULT <input type="text"/>
NEXT VISIT: DATE				TOTAL NO. OF VISITS <input type="text"/>
TIME				
RESULT CODES: 1 COMPLETED 4 REFUSED 7 OTHER _____ 2 NOT AT HOME 5 PARTLY COMPLETED (SPECIFY) 3 POSTPONED 6 INCAPACITATED				
LANGUAGE OF QUESTIONNAIRE: ENGLISH LANGUAGE USED IN INTERVIEW RESPONDENT'S LOCAL LANGUAGE TRANSLATOR USED (NOT AT ALL=1; SOMETIMES=2; ALL THE TIME=3)..... LANGUAGE: 1 ATESO-KARAMOJONG 4 LUO 7 ENGLISH 2 LUGANDA 5 RUNYANKOLE-RUKIGA 8 OTHER _____ 3 LUGBARA 6 RUNYORO-RUTORO (SPECIFY)				TOTAL NO. ELIGIBLE CHILDREN <input type="text"/>

SUPERVISOR	OFFICE EDITOR	KEYED BY
NAME _____ <input type="text"/>	<input type="text"/>	<input type="text"/>
DATE _____ <input type="text"/>	<input type="text"/>	<input type="text"/>

PART A
SECTION 1. PARENT/GUARDIAN CONSENT AND BACKGROUND

INTRODUCTION AND CONSENT

INFORMED CONSENT

Hello. My name is _____ and I am working with the Uganda Bureau of Statistics. We are conducting a national survey about education. We would very much appreciate your participation in this survey. I would like to ask you about your education and the education of (your children/the children for whom you are responsible). This information will help the government to plan education programs and initiatives. Whatever information you provide will be kept strictly confidential and will not be shown to other persons.

Participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

At this time, do you want to ask me anything about the survey?
May I begin the interview now?

Signature of interviewer: _____ Date: _____

RESPONDENT AGREES TO BE INTERVIEWED.....1 RESPONDENT DOES NOT AGREE TO BE INTERVIEWED...2 → END

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	RECORD THE TIME.	HOUR..... <table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"></table> MINUTES..... <table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"></table>	
102	How old were you at your last birthday?	AGE IN COMPLETED YEARS..... <table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"></table>	
103	Have you ever attended school?	YES1 NO2	→ 107
104	What is the highest level of school you attended?	PREPRIMARY0 PRIMARY1 POST-PRIMARY SECONDARY2 PRIMARY TEACHERS COLLEGE3 NATIONAL TEACHERS COLLEGE4 VOCATIONAL/TECHNICAL INST.....5 UNIVERSITY6	
105	What is the highest (class/year) you completed at that level?	CLASS/YEAR..... <table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"></table>	
106	CHECK 104: PRE-PRIMARY/ PRIMARY (CODE 0 OR 1) <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>	POST-PRIMARY (CODE 2, 3, 4, 5, OR 6) <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>	→ 110
107	Now I would like you to read out loud as much of this sentence as you can. SHOW CARD TO RESPONDENT.	CANNOT READ AT ALL1 ABLE TO READ ONLY PARTS OF SENTENCE2 ABLE TO READ WHOLE SENTENCE3 NO CARD WITH REQUIRED LANGUAGE.....4 (SPECIFY LANGUAGE)	
108	Have you ever participated in a literacy program or any other program that involves learning to read or write (not including primary school)?	YES1 NO2	
109	CHECK 107: ABLE TO READ (CODE 2, 3, OR 4) <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>	CANNOT READ (CODE 1) <table border="1" style="display: inline-table; width: 30px; height: 20px; vertical-align: middle;"></table>	→ 111

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																														
110	During the last 4 weeks, did you read a newspaper or magazine almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY 1 AT LEAST ONCE A WEEK 2 LESS THAN ONCE A WEEK 3 NOT AT ALL 4																															
111	During the last 4 weeks, did you listen to the radio almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY 1 AT LEAST ONCE A WEEK 2 LESS THAN ONCE A WEEK 3 NOT AT ALL 4																															
112	During the last 4 weeks, did you watch television almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY 1 AT LEAST ONCE A WEEK 2 LESS THAN ONCE A WEEK 3 NOT AT ALL 4																															
113	What is your religion?	CATHOLIC 1 PROTESTANT 2 SEVENTH DAY ADVENTIST 3 MUSLIM 4 OTHER _____ 6 (SPECIFY)																															
114	<p>COPY NAMES (FROM COLUMN 5 OF THE HOUSEHOLD SCHEDULE) AND LINE NUMBERS (FROM COLUMN 4 OF THE HOUSEHOLD SCHEDULE) FOR ALL CHILDREN FOR WHOM THIS PARENT/GUARDIAN IS THE RESPONDENT.</p> <p>LIST ONLY CHILDREN FOR WHOM THIS PARENT/GUARDIAN IS LISTED AS THE RESPONDENT (IN COLUMN 13 OF THE HOUSEHOLD SCHEDULE).</p>	<div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div> <div>_____ <table border="1"><tr><td></td><td></td></tr></table></div>																															
115	GO TO ELIGIBLE CHILD QUESTIONNAIRE, QUESTION 201.																																

UDES
ENGLISH ELIGIBLE CHILD QUESTIONNAIRE

IDENTIFICATION	
REGION _____ []	EA NAME _____ [] []
DISTRICT _____ [] []	DHS CLUSTER NUMBER [] [] []
COUNTY _____ []	URBAN/RURAL (URBAN=1, RURAL=2) []
SUBCOUNTY/TOWN _____ []	HOUSEHOLD NUMBER [] [] []
PARISH/LC2 NAME _____ [] []	NAME AND LINE NUMBER OF PARENT/GUARDIAN
RESULT: COMPLETED 1 NOT COMPLETED 2	<div style="text-align: right;">[] []</div>

SECTION 2: SCHOOLING BACKGROUND AND CURRENT SCHOOL PARTICIPATION

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
201	LINE NUMBER, NAME, AND SEX OF ELIGIBLE CHILD COPY FROM HOUSEHOLD SCHEDULE COLUMNS (4), (5), AND (7).	LINE NUMBER [] [] NAME _____ SEX: MALE 1 FEMALE 2	
202	What is your relationship to (NAME)?	MOTHER/FATHER 1 STEP/FOSTER PARENT 2 GRANDPARENT 3 SISTER/BROTHER 4 AUNT/UNCLE 5 SISTER/BROTHER-IN-LAW 6 OTHER RELATIVE 7 NOT RELATED 8	
203	How old is (NAME)?	AGE IN COMPLETED YEARS.. [] []	
204	Now I would like to ask you some questions about (NAME) and his/her schooling. When we talk about schooling, it includes preprimary school, primary school, and post-primary school. Is (NAME) currently attending school?	YES 1 NO 2	→ 208
205	What level of school is (NAME) currently attending?	PREPRIMARY 0 PRIMARY 1 POST-PRIMARY SECONDARY 2 PRIMARY TEACHERS COLLEGE 3 NATIONAL TEACHERS COLLEGE 4 VOCATIONAL/TECHNICAL INST 5 UNIVERSITY 6	→ 602
206	What (class/year) is (NAME) currently attending at that level?	CLASS/YEAR..... [] []	
207	What is the name of the (school/college/institute/university) that (NAME) attends?	SCHOOL NAME <div style="border: 1px solid black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; width: 10%; height: 20px;"></div> <div style="border: 1px solid black; width: 10%; height: 20px;"></div> <div style="border: 1px solid black; width: 10%; height: 20px;"></div> <div style="border: 1px solid black; width: 10%; height: 20px;"></div> <div style="border: 1px solid black; width: 10%; height: 20px;"></div> <div style="border: 1px solid black; width: 10%; height: 20px;"></div> <div style="border: 1px solid black; width: 10%; height: 20px;"></div> <div style="border: 1px solid black; width: 10%; height: 20px;"></div> </div>	→ 211

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
208	Has (NAME) ever attended school?	YES1 NO2	→ 301
209	What is the highest level of school (NAME) has attended?	PREPRIMARY0 PRIMARY1 POST-PRIMARY SECONDARY2 PRIMARY TEACHERS COLLEGE3 NATIONAL TEACHERS COLLEGE4 VOCATIONAL/TECHNICAL INST.....5 UNIVERSITY6	→ 602
210	What is the highest (class/year) that (NAME) completed at that level?	CLASS/YEAR..... <input type="text"/>	
211	Before attending primary school, did (NAME) attend preprimary school?	YES1 NO2	→ 213
212	How many years did (NAME) attend preprimary school?	YEARS <input type="text"/>	
213	How old was (NAME) when he/she first attended primary 1? RECORD AGE IN COMPLETED YEARS.	AGE <input type="text"/> DON'T KNOW98	→ 219
214	CHECK 213: AGE 8 OR OLDER <input type="checkbox"/> AGE LESS THAN 8 <input type="checkbox"/>		→ 219
215	In Uganda, children can start primary school from age 6. I will read you some reasons children often do not start school at age 6. Please tell me if any of these reasons are important in explaining why (NAME) started school later than age 6. Was it partly because (NAME) was needed to work or to help at home?	YES1 NO2	
216	Was it partly because there was not enough money to pay the costs of schooling?	YES1 NO2	
217	Did (NAME) not start attending school at age 6 partly because the distance to school was too far for him/her to walk at that age?	YES1 NO2	
218	Is there (an/another) important reason why (NAME) started school later than age 6?	YES _____ 1 (SPECIFY) NO2	
219	CHECK 204: YES, CURRENTLY ATTENDING SCHOOL (CODE 1) NO, NOT CURRENTLY ATTENDING SCHOOL (CODE 2)	<input type="checkbox"/> <input type="checkbox"/>	→ 501 → 401

SECTION 3: CHILDREN WHO HAVE NEVER ATTENDED SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP															
301	CHECK 203: AGE 6 OR OLDER <input type="checkbox"/> AGE LESS THAN 6 <input type="checkbox"/>		602															
302	There are many reasons why a child may not attend school. I am going to ask you about some reasons people give for not sending children to school. Please tell me if any of these reasons are important in explaining why (NAME) does not attend school now. Is it partly because (NAME) is physically or mentally disabled and unable to attend school?	YES1 NO2	602															
303	Does (NAME) not attend now partly because he/she is needed to work or to help at home?	YES1 NO2 DON'T KNOW8	305															
304	Does (NAME) not attend school now partly because he/she is needed to: Do domestic work such as caring for younger children or elderly or sick relatives, cooking or cleaning, fetching water or wood, etc.? Tend animals, or work on the family farm or in the family business? Work for an employer?	<table style="width: 100%; border: none;"> <thead> <tr> <th></th><th style="text-align: center;">YES</th><th style="text-align: center;">NO</th></tr> </thead> <tbody> <tr> <td>DOMESTIC WORK.....1</td><td style="text-align: center;">2</td><td></td></tr> <tr> <td>FAMILY FARM/BUSINESS ...1</td><td style="text-align: center;">2</td><td></td></tr> <tr> <td>EMPLOYER1</td><td style="text-align: center;">2</td><td></td></tr> </tbody> </table>		YES	NO	DOMESTIC WORK.....1	2		FAMILY FARM/BUSINESS ...1	2		EMPLOYER1	2					
	YES	NO																
DOMESTIC WORK.....1	2																	
FAMILY FARM/BUSINESS ...1	2																	
EMPLOYER1	2																	
305	Does (NAME) not attend school now partly because there is not enough money to pay the costs of schooling?	YES1 NO2																
306	Is it partly because the school is too far away?	YES1 NO2																
307	Is it partly because it is unsafe to travel to school?	YES1 NO2																
308	Some children may not attend school because there are problems with the school or with school quality. Please tell me if any of the following things help to explain why (NAME) does not attend school now. Teachers do not perform well. Pupils are unsafe at school. School buildings or facilities are poor or have problems. Classrooms are too crowded.	<table style="width: 100%; border: none;"> <thead> <tr> <th></th><th style="text-align: center;">YES</th><th style="text-align: center;">NO</th></tr> </thead> <tbody> <tr> <td>TEACHER PERFORM.....1</td><td style="text-align: center;">2</td><td></td></tr> <tr> <td>PUPILS UNSAFE.....1</td><td style="text-align: center;">2</td><td></td></tr> <tr> <td>FACILITIES POOR1</td><td style="text-align: center;">2</td><td></td></tr> <tr> <td>CLASSES CROWDED1</td><td style="text-align: center;">2</td><td></td></tr> </tbody> </table>		YES	NO	TEACHER PERFORM.....1	2		PUPILS UNSAFE.....1	2		FACILITIES POOR1	2		CLASSES CROWDED1	2		
	YES	NO																
TEACHER PERFORM.....1	2																	
PUPILS UNSAFE.....1	2																	
FACILITIES POOR1	2																	
CLASSES CROWDED1	2																	
309	Does (NAME) not attend school now partly because schooling is not important?	YES1 NO2																
310	Is it partly because (NAME) is not interested in attending school?	YES1 NO2																
311	Is it partly because it is unlikely that (NAME) would be able to find a place at secondary school?	YES1 NO2																
312	Is it partly because school graduates cannot find good jobs?	YES1 NO2																
313	CHECK 203: AGE 13 OR OLDER <input type="checkbox"/> AGE LESS THAN 13 <input type="checkbox"/>		315															

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
314	<p>CHECK 201:</p> <p>MALE <input type="checkbox"/> FEMALE <input type="checkbox"/></p> <p>Is it partly because (NAME) got married or made someone pregnant? Is it partly because (NAME) got married, got pregnant, or had a child?</p>	<p>YES 1</p> <p>NO 2</p>	
315	Is there (an/another) important reason why (NAME) does not attend school now?	<p>YES 1</p> <p>(SPECIFY)</p> <p>NO 2</p>	
316	GO TO QUESTION 602.		

SECTION 4: CHILDREN WHO HAVE DROPPED OUT OF SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
401	How old was (NAME) when he/she stopped attending school? RECORD AGE IN COMPLETED YEARS.	AGE <input type="text"/> <input type="text"/>	
402	There are many reasons why a child may have stopped attending school. I am going to ask you about some reasons people give for why children stop attending school. Please tell me if any of these reasons are important in explaining why (NAME) stopped attending school. Was it partly because (NAME) was needed to work or to help at home?	YES 1 NO 2 DON'T KNOW 8	→ 404
403	Did (NAME) stop attending school partly because he/she was needed to: Do domestic work such as caring for younger children or elderly or sick relatives, cooking or cleaning, fetching water or wood, etc.? Tend animals, or work on the family farm or in the family business? Work for an employer?	YES NO DOMESTIC WORK.....1 2 FARM/FAMILY BUSINESS ...1 2 EMPLOYER1 2	
404	Was it partly because there was not enough money to pay the costs of schooling?	YES 1 NO 2	→ 406
405	Which school costs made it too hard for (NAME) to continue to attend school? PROBE: Anything else? RECORD ALL COSTS MENTIONED.	SCHOOL FEES/FUND A BUILDING/DEVELOPMENT FUND B PTA FEES C UNIFORM OR CLOTHING..... D BOOKS AND SUPPLIES..... F TRANSPORTATION..... G COACHING..... H EXAMINATION FEES..... I ALL COSTS J OTHER _____ X (SPECIFY)	
406	Did (NAME) stop attending school partly because the school offering the needed class was too far away?	YES 1 NO 2	
407	Was it partly because travel to school was unsafe?	YES 1 NO 2	
408	Was it partly because (NAME) failed examinations or had to repeat classes of schooling?	YES 1 NO 2	
409	Some children stop attending school because there are problems with the school or with school quality. Please tell me if any of the following things help to explain why (NAME) stopped attending school. Teachers did not perform well. Pupils were unsafe at school. School buildings or facilities were poor or had problems. Classrooms were too crowded.	YES NO TEACHER PERFORM.....1 2 PUPILS UNSAFE.....1 2 FACILITIES POOR1 2 CLASSES CROWDED.....1 2	
410	CHECK 203: AGE 13 OR OLDER <input type="checkbox"/> AGE LESS THAN 13 <input type="checkbox"/>		→ 412

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
411	CHECK 201: <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> MALE <input type="checkbox"/> ↓ Was it partly because (NAME) got married or made someone pregnant? </div> <div style="text-align: center;"> FEMALE <input type="checkbox"/> ↓ Was it partly because (NAME) got married, got pregnant, or had a child? </div> </div>	YES 1 NO 2	
412	Was it partly because (NAME) no longer wanted to attend school or had enough schooling?	YES 1 NO 2	
413	CHECK 209 & 210: HIGHEST LEVEL ATTENDED AND CLASS COMPLETED <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> PRIMARY, CLASS COMPLETED <7 <input type="checkbox"/> ↓ Was it partly because it was unlikely that (NAME) would be able to find a place at secondary school? </div> <div style="text-align: center;"> PRIMARY, CLASS COMPLETED = 7 <input type="checkbox"/> ↓ Was it partly because (NAME) did not find a place at secondary school? </div> <div style="text-align: center;"> POST-PRIMARY <input type="checkbox"/> ↓ </div> </div>	<div style="display: flex; justify-content: space-around;"> <div> YES 1 NO 2 </div> <div> YES 1 NO 2 </div> </div>	
414	Was it partly because school graduates cannot find good jobs?	YES 1 NO 2	
415	Is there (an/another) important reason that helps to explain why (NAME) stopped attending school?	YES 1 (SPECIFY) NO 2	
416	GO TO QUESTION 602.		

SECTION 5: CHILDREN WHO ARE CURRENTLY ATTENDING SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																																				
501	Now I would like to ask you some questions about the last school year (2000). Did (NAME) attend school last year?	YES1 NO2	→ 507																																				
502	Last year, what level of school did (NAME) attend?	PREPRIMARY0 PRIMARY1 POST-PRIMARY SECONDARY2 PRIMARY TEACHERS COLLEGE3 NATIONAL TEACHERS COLLEGE4 VOCATIONAL/TECHNICAL INST5 UNIVERSITY6	→ 507																																				
503	Last year, what (class/year) did (NAME) attend at that level?	CLASS/YEAR..... <input type="text"/> <input type="text"/>																																					
504	Now I would like to ask you some questions about (NAME)'s school attendance last year. There are many reasons that children sometimes do not attend school, even though school is open and classes are meeting. In the last school year, did (NAME) miss school for any of the following reasons? (NAME) was needed to do domestic work such as caring for younger children or elderly or sick relatives, cooking or cleaning, fetching water or wood, etc. (NAME) was needed to tend animals, or work on the family farm or in the family business, or to go to market. (NAME) was needed to work for an employer. School fees were due, and the money was not available. (NAME) did not want to go to school. (NAME) was caned or mistreated by teachers or by other pupils. (NAME) was attending a funeral, wedding or other ceremony. (NAME) missed school for any other reasons, including illness.	<table> <thead> <tr> <th></th><th>YES</th><th>NO</th><th>DK</th></tr> </thead> <tbody> <tr> <td>DOMESTIC WORK.....</td><td>1</td><td>2</td><td>8</td></tr> <tr> <td>FARM/FAMILY BUS.</td><td>1</td><td>2</td><td>8</td></tr> <tr> <td>WORK FOR EMPLOYER...</td><td>1</td><td>2</td><td>8</td></tr> <tr> <td>NO MONEY.....</td><td>1</td><td>2</td><td>8</td></tr> <tr> <td>DID NOT WANT.....</td><td>1</td><td>2</td><td>8</td></tr> <tr> <td>MISTREATED.....</td><td>1</td><td>2</td><td>8</td></tr> <tr> <td>CEREMONY</td><td>1</td><td>2</td><td>8</td></tr> <tr> <td>OTHER (SPECIFY)</td><td>1</td><td>2</td><td>8</td></tr> </tbody> </table>		YES	NO	DK	DOMESTIC WORK.....	1	2	8	FARM/FAMILY BUS.	1	2	8	WORK FOR EMPLOYER...	1	2	8	NO MONEY.....	1	2	8	DID NOT WANT.....	1	2	8	MISTREATED.....	1	2	8	CEREMONY	1	2	8	OTHER (SPECIFY)	1	2	8	
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CEREMONY	1	2	8																																				
OTHER (SPECIFY)	1	2	8																																				
505	CHECK 504: <div> ONE OR MORE 'YES' CODES CIRCLED <input type="checkbox"/> </div> <div> NO 'YES' CODES CIRCLED <input type="checkbox"/> </div>		→ 507																																				
506	In the last school year, how many days did (NAME) miss school for the reasons you mentioned?	DAYS MISSED <input type="text"/> <input type="text"/> <input type="text"/>																																					
507	Now I would like you to think about the current school year (2001). This school year, is (NAME) a day pupil or is (NAME) a boarder at school?	DAY PUPIL1 BOARDER2	→ 516																																				
508	Now I would like you to think about the last week of school. In the last week, how many days has (NAME)'s school been open?	DAYS..... <input type="text"/> NONE0 DON'T KNOW8	→ 512																																				

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP								
509	In the last week, how many days did (NAME) attend school?	DAYS <input type="text"/> DON'T KNOW 8	→ 512								
510	CHECK 508 & 509: <div style="display: flex; justify-content: space-around;"> <div>NUMBER OF DAYS DIFFERENT <input type="text"/></div> <div>NUMBER OF DAYS THE SAME <input type="text"/></div> </div>		→ 512								
511	I see that (NAME) has missed some school during the last week. Why was (NAME) absent during the last week? RECORD ALL MENTIONED.	CHILD NEEDED TO: DO DOMESTIC WORK..... A TEND ANIMALS, WORK FIELDS, FAMILY BUSINESS B WORK FOR EMPLOYER C SCHOOL FEES DUE D CHILD DID NOT WANT TO GO E MISTREATED AT SCHOOL F BAD WEATHER G CHILD WAS SICK H CEREMONY I MENSTRUATION J OTHER X (SPECIFY) DON'T KNOW Z									
512	Now I would like to ask you about how much time (NAME) spends in school, not including the time it takes to get to school. About how much time does (NAME) spend each day at school?	HOURS <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> MINUTES <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>									
513	I would like to ask you about (NAME)'s homework. Does (NAME) ever do homework outside of school?	YES 1 NO 2 DON'T KNOW 8	→ 516								
514	About how many hours per week does (NAME) spend doing homework outside of school? IF LESS THAN 1 HOUR, RECORD '00'.	HOURS PER WEEK <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td></tr></table>									
515	Do you or anyone else in the household frequently, sometimes or never help (NAME) with his/her homework?	FREQUENTLY 1 SOMETIMES 2 NEVER 3 DON'T KNOW 8									
516	CHECK 501: <div style="display: flex; justify-content: space-around;"> <div>YES, ATTENDED LAST YEAR (CODE 1) <input type="text"/></div> <div>NO, DID NOT ATTEND LAST YEAR (CODE 2) <input type="text"/></div> </div>		→ 601								
517	CHECK 502: <div style="display: flex; justify-content: space-around;"> <div>ATTENDED PRIMARY OR POST-PRIMARY (CODE 1, 2, 3, 4, 5, OR 6) <input type="text"/></div> <div>ATTENDED PRE-PRIMARY (CODE 0) <input type="text"/></div> </div>		→ 601								

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
518	<p>Now I would like you to think about the last school year again (2000). I am interested in learning more about all of the expenses associated with sending (NAME) to school.</p> <p>I would like to ask you about what kinds of things your household spent money on for (NAME)'s schooling last year and how much was spent on each thing. First, I am going to ask you about expenses for (NAME)'s schooling that your household may have paid frequently.</p> <p>In the last school year, how much did your household spend for (NAME) to get to school and home from school?</p>	<p>TRANSPORT</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <p>MAINLY USES PRIVATE VEHICLE97</p> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING.....00</p> <p>DON'T KNOW98</p>	519
518A	<p>Last year, how often did your household pay this amount for (NAME) to get to school and home from school?</p>	<p>DAILY1</p> <p>WEEKLY2</p> <p>MONTHLY.....3</p> <p>EACH TERM4</p> <p>YEARLY5</p>	
519	<p>In the last school year, how much did your household pay for food for (NAME) during the school day?</p>	<p>FOOD</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING.....00</p> <p>DON'T KNOW98</p>	520
519A	<p>Last year, how often did your household pay this amount for (NAME)'s food?</p>	<p>DAILY1</p> <p>WEEKLY2</p> <p>MONTHLY.....3</p> <p>EACH TERM4</p> <p>YEARLY5</p>	
520	<p>Now, I would like to ask you about expenses for (NAME)'s schooling that your household may have paid less frequently. We will talk about what your household spent over all three terms of the last school year.</p> <p>Last year, how much in total did your household pay for (NAME)'s tuition fees?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>TUITION</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING.....00</p> <p>DON'T KNOW98</p>	
521	<p>Last year, how much in total did your household pay for the building fund or development fund for (NAME)?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>FUND</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING.....00</p> <p>DON'T KNOW98</p>	
522	<p>Last year, how much in total did your household pay for Parent-Teacher Association fees for (NAME)?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>PTA</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING.....00</p> <p>DON'T KNOW98</p>	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
523	Last year, how much in total did your household pay for (NAME)'s examination fees? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	EXAMS <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> INCLUDED IN LUMP SUM..... 96 NOTHING..... 00 DON'T KNOW 98	
524	Last year, did (NAME) receive any coaching?	YES 1 NO 2 DON'T KNOW 8	→ 526
525	Last year, how much in total did your household pay for (NAME) to be coached? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	COACHING <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> INCLUDED IN LUMP SUM..... 96 NOTHING..... 00 DON'T KNOW 98	
526	Last year, how much in total did your household spend on textbooks, pens, pencils, exercise books, school bags, and other school supplies for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	SUPPLIES <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> INCLUDED IN LUMP SUM..... 96 NOTHING..... 00 DON'T KNOW 98	
527	Last year, how much in total did your household spend on uniforms and other clothing and shoes bought for (NAME) to wear to school? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	UNIFORM <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> INCLUDED IN LUMP SUM..... 96 NOTHING..... 00 DON'T KNOW 98	
528	Last year, was (NAME) a day pupil or (NAME) a boarder at school?	DAY PUPIL 1 BOARDER 2	→ 530
529	Last year, how much in total did your household spend on school boarding fees for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	BOARDING FEES <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> INCLUDED IN LUMP SUM..... 96 NOTHING..... 00 DON'T KNOW 98	
530	Now, thinking about the last school year, how much in total did your household spend on other items for (NAME)'s schooling? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	OTHER <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> INCLUDED IN LUMP SUM..... 96 NOTHING..... 00 DON'T KNOW 98	→ 531
530A	What were the other things your household spent money on for (NAME)'s schooling last year?	<div style="border-bottom: 1px solid black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 20px;"></div>	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																		
531	<p>CHECK 518-530:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>ANY EXPENDITURES RECORDED AS INCLUDED IN LUMP SUM</p> <input type="checkbox"/> </div> <div style="text-align: center;"> <p>NO EXPENDITURES RECORDED AS INCLUDED IN LUMP SUM</p> <input type="checkbox"/> </div> </div>	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; right: -10px; top: -5px;">→</div> </div> </div>	533																		
532	<p>ENTER AMOUNT OF LUMP SUM.</p> <p>ANSWER CANNOT BE 0, DON'T KNOW, OR MISSING.</p>	<p>LUMP SUM</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
533	<p>Last year, did the money to pay for the costs of (NAME)'s schooling come from any of these sources:</p> <p>Resources supplied by (NAME) him/herself.</p> <p>Resources supplied by (NAME)'s parents and/or your household.</p> <p>Scholarship or subsidy, not including UPE.</p> <p>Gift from someone living outside the household.</p> <p>Borrowing.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>CHILD.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>HH RESOURCE</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>SCHOLARSHIP</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>GIFT</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>BORROW</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		YES	NO	CHILD.....	1	2	HH RESOURCE	1	2	SCHOLARSHIP	1	2	GIFT	1	2	BORROW	1	2	
	YES	NO																			
CHILD.....	1	2																			
HH RESOURCE	1	2																			
SCHOLARSHIP	1	2																			
GIFT	1	2																			
BORROW	1	2																			

SECTION 6: NUTRITION

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
601	CHECK 507: <div style="display: flex; justify-content: space-around; align-items: center;"> <div>DAY PUPIL <input type="checkbox"/></div> <div>BOARDER <input type="checkbox"/></div> </div>		701
602	Now I would like to ask you about how often (NAME) eats food during the day. Did (NAME) eat food in the morning yesterday?	YES 1 NO 2	
603	Did (NAME) eat a mid-day meal yesterday?	YES 1 NO 2	
604	How many times did (NAME) eat food yesterday, including snacks?	NO. OF TIMES CHILD ATE <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>	

SECTION 7: INFORMAL TRAINING AND APPRENTICESHIPS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
701	CHECK 203: <div style="display: flex; justify-content: space-around; align-items: center;"> <div>AGE 13 OR OLDER <input type="checkbox"/></div> <div>AGE LESS THAN 13 <input type="checkbox"/></div> </div>		705
702	Now I would like to ask you some questions about any informal training (NAME) may have had in a trade or skill. This may include training in sewing, cooking and baking, pottery, carpentry, building and construction, auto mechanics, or metalwork. Informal training may have been provided through a full-time apprenticeship with a skilled person, or through an informal relationship with a skilled person. Has (NAME) ever received informal training in a trade or skill?	YES 1 NO 2	705
703	In what trades or skills has (NAME) received informal training? IF MORE THAN TWO SKILLS OR TRADES ARE MENTIONED, ASK WHICH ONES THE CHILD HAS RECEIVED THE MOST TRAINING IN, AND LIST THOSE TWO TRADES/SKILLS.	<div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="border-bottom: 1px solid black; width: 100%;"></div>	
704	Has (NAME) ever had a job or earned money using (this skill/these skills)?	YES 1 NO 2	
705	GO TO NEXT ELIGIBLE CHILD. IF NO OTHER ELIGIBLE CHILD(REN), GO TO QUESTION 801.		

PART B
SECTION 8: PARENT/GUARDIAN GENERAL EDUCATION QUESTIONS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																
801	<p>Now I would like to ask you more general questions about education. We will start with questions about the primary school closest to your household.</p> <p>What is the name of the primary school closest to your household?</p>	<p>PRIMARY SCHOOL NAME</p> <div style="border: 1px solid black; width: 150px; height: 30px; margin: 5px 0;"></div> <table border="1" style="margin: 0 auto;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																	
802	<p>Is this primary school a government-aided school, a community school, a private non-religious school, or a private religious school?</p>	<p>GOVERNMENT AIDED 1 COMMUNITY 2 PRIVATE NON-RELIGIOUS 3 PRIVATE RELIGIOUS 4 OTHER 6 (SPECIFY)</p>																	
803	<p>If you were to walk to this primary school, how long would it take?</p>	<p>HOURS <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table> MINUTES <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table></p>																	
804	<p>How far away, in kilometers, is this primary school from your household?</p> <p>ENTER "00" IF LESS THAN 1 KILOMETER.</p>	<p>KM..... <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table></p>																	
805	<p>Now I would like to ask you about the secondary school that is closest to your household.</p> <p>What is the name of the secondary school closest to your household?</p>	<p>SECONDARY SCHOOL NAME</p> <div style="border: 1px solid black; width: 150px; height: 30px; margin: 5px 0;"></div> <table border="1" style="margin: 0 auto;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																	
806	<p>Is this secondary school a government-aided school, a community school, a private non-religious school, or a private religious school?</p>	<p>GOVERNMENT AIDED 1 COMMUNITY 2 PRIVATE NON-RELIGIOUS 3 PRIVATE RELIGIOUS 4 OTHER 6 (SPECIFY)</p>																	
807	<p>If you were to walk to this secondary school, how long would it take?</p>	<p>HOURS <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table> MINUTES <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table></p>																	
808	<p>How far away, in kilometers, is this secondary school from your household?</p> <p>ENTER "00" IF LESS THAN 1 KILOMETER.</p>	<p>KM..... <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table></p>																	
809	<p>I am interested in learning about your understanding of government education initiatives.</p> <p>Have you heard of Universal Primary Education (UPE)?</p>	<p>YES 1 NO 2</p>	<p>→ 810</p>																

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES			SKIP
809A	Under UPE, who is responsible for providing each of the following things--the government or pupils' families? School tuition fees. School uniforms. Exercise books and pens. Textbooks. Mid-day meal for pupils.	GOV'T	FAMILY	DK	
		FEES1	2	8	
		UNIFORMS1	2	8	
		EX. BOOKS1	2	8	
		BOOKS1	2	8	
		FOOD1	2	8	
809B	Have you received any information about UPE from any of the following sources? Other parents. Your child(ren). Teachers or a headteacher. The radio. The newspaper. Politicians or local leaders.		YES	NO	
		PARENTS1		2	
		CHILDREN1		2	
		TEACHER1		2	
		RADIO1		2	
		NEWSPAPER1		2	
		POLITICIANS1		2	
809C	I am interested in learning your opinions about the effects of UPE. Do you agree or disagree with the following statements? Since the start of UPE in 1997, students in primary schools are learning more. Since UPE, the performance of primary school teachers has improved. Since UPE, the quality of primary school buildings has improved. Since UPE, there are more textbooks available in primary schools.	AGREE	DISAGREE	DK	
		1	2	8	
		1	2	8	
		1	2	8	
		1	2	8	
810	Have you, one of your children, or anyone else in your household provided any of the following kinds of support to any school in the last 12 months? Money to support school buildings, grounds or teacher housing. Materials to support school buildings, grounds or teacher housing. Labor to support school buildings, grounds or teacher housing.		YES	NO	DK
		MONEY1	2	8	
		MATERIALS1	2	8	
		LABOR1	2	8	
811	In the last 12 months, have you, one of your children, or anyone else in your household provided any of these kinds of support to a teacher for the teacher's own use? Money, other than for coaching. Labor, other than for maintenance of teacher housing. Food.		YES	NO	DK
		MONEY1	2	8	
		LABOR1	2	8	
		FOOD1	2	8	
820	CHECK 205 FOR EACH ELIGIBLE CHILD PARENT/GUARDIAN IS RESPONDING FOR: ONE OR MORE ELIGIBLE CHILDREN ATTENDING PRIMARY SCHOOL (CODE 1) <input type="checkbox"/> NO ELIGIBLE CHILDREN ATTENDING PRIMARY SCHOOL (CODES 0, 2, 3, 4, 5, 6, OR N/A) <input type="checkbox"/> → 827				
821	Does the school that your child(ren) attend(s) have a Parent Teacher Association?	YES1 NO2 DON'T KNOW8			→ 823
822	Have you attended a PTA meeting in the last 12 months?	YES1 NO2			
823	Does the school that your child(ren) attend(s) have a School Management Committee (SMC)?	YES1 NO2 DON'T KNOW8			→ 825
824	Do you think the SMC at your child(ren)'s school is doing a good job?	YES1 NO2 DON'T KNOW8			

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
825	Have you received information about the financial management of your child(ren)'s school from any of these sources? Another parent. Your child(ren). PTA meetings. School notice boards or newsletter. The headteacher or teacher. Another source.	<div style="text-align: right;">YES NO</div> PARENT 1 2 CHILD 1 2 PTA 1 2 NOTICE BOARDS 1 2 TEACHER 1 2 OTHER 1 2 (SPECIFY)	
826	In the last 12 months, have you gone to a primary school for any of these reasons? For a school celebration, performance, or sports event. For a meeting or conference with a headteacher or teacher. To observe teachers teaching classes.	<div style="text-align: right;">YES NO</div> EVENT 1 2 MEETING 1 2 OBSERVE 1 2	
827	CHECK 205 FOR EACH ELIGIBLE CHILD PARENT/GUARDIAN IS RESPONDING FOR: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ONE OR MORE ELIGIBLE CHILDREN ATTENDING SECONDARY SCHOOL (CODE 2) <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div> </div> <div style="text-align: center;"> NO ELIGIBLE CHILDREN ATTENDING SECONDARY SCHOOL (CODES 0, 1, 3, 4, 5, 6, OR N/A) <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div> </div> </div>	<div style="text-align: right;">830</div>	
828	Now I am interested in learning more about the leadership at the secondary school your child(ren) attend(s). Does your child(ren)'s school have a Board of Governors?	YES 1 NO 2 DON'T KNOW 8	830
829	Do you think this Board is doing a good job?	YES 1 NO 2 DON'T KNOW 8	
830	I am interested in learning your opinions about what makes primary schools good and about the importance of schooling. Do you agree or disagree with the following statements? In order to be a good school, all of a school's buildings must be permanent structures. Whenever necessary, parents should keep their children home from school to work or help in the household. Girls do not need more than a primary school education. Boys do not need more than a primary school education. More girls would complete primary school if schools had more female teachers. Primary schools should teach more practical skills, like carpentry or sewing.	<div style="display: flex; justify-content: space-between;"> AGREE DISAGREE DK </div> <div style="display: flex; justify-content: space-between;"> 1 2 8 </div> <div style="display: flex; justify-content: space-between;"> 1 2 8 </div> <div style="display: flex; justify-content: space-between;"> 1 2 8 </div> <div style="display: flex; justify-content: space-between;"> 1 2 8 </div> <div style="display: flex; justify-content: space-between;"> 1 2 8 </div>	
831	Many groups and people may be involved in the schooling process. Who would you say contributes to making a primary school a good school? PROBE: Anyone else? RECORD ALL GROUPS/PEOPLE MENTIONED.	GOVERNMENT A HEADTEACHER/TEACHERS B SCHOOL MANAGEMENT COMMITTEE C PTA D COMMUNITY E PARENTS AND GUARDIANS F PUPILS G OTHER X (SPECIFY)	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																				
832	<p>I am interested in learning what kinds of things you think affect the quality of a primary school. Does each of the following things make a school better, make a school worse, or have no effect on the quality of the school?</p> <p>Students being required to wear uniforms.</p> <p>Teachers caning students to maintain discipline.</p> <p>Parents being actively involved in the school.</p>	<table><thead><tr><th></th><th>NO BETTER</th><th>EFFECT</th><th>WORSE</th><th>DK</th></tr></thead><tbody><tr><td></td><td>1</td><td>2</td><td>3</td><td>8</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>8</td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>8</td></tr></tbody></table>		NO BETTER	EFFECT	WORSE	DK		1	2	3	8		1	2	3	8		1	2	3	8	
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833	<p>Now I would like you to think about the benefits of primary school. Think of a 15-year-old boy who has completed primary school, and has left school.</p> <p>What advantages does this boy have compared to a boy of the same age who never attended primary school?</p> <p>PROBE: Anything else?</p> <p>RECORD ALL MENTIONED.</p>	<p>FIND (BETTER) JOB..... A</p> <p>PROVIDE SUPPORT TO HOUSEHOLD/PARENTS B</p> <p>CHANCE OF GOING ON TO SECONDARY OR HIGHER..... C</p> <p>LEARN TO READ AND WRITE D</p> <p>LEARN OTHER LANGUAGES E</p> <p>LEARN MATHEMATICS F</p> <p>LEARN VOCATIONAL OR TECHNICAL SKILLS..... G</p> <p>DEVELOP MORALS OR VALUES H</p> <p>CRITICAL THINKING SKILLS..... I</p> <p>MAKE A BETTER MARRIAGE M</p> <p>LEARN TO BE A GOOD PARENT N</p> <p>NO BENEFITS O</p> <p>OTHER _____ X</p> <p>(SPECIFY)</p>																					
834	<p>Now think of a 15-year-old girl who has completed primary school, and has left school.</p> <p>What advantages does this girl have compared to a girl of the same age who never attended primary school?</p> <p>PROBE: Anything else?</p> <p>RECORD ALL MENTIONED.</p>	<p>FIND (BETTER) JOB..... A</p> <p>PROVIDE SUPPORT TO HOUSEHOLD/PARENTS B</p> <p>CHANCE OF GOING ON TO SECONDARY OR HIGHER..... C</p> <p>LEARN TO READ AND WRITE D</p> <p>LEARN OTHER LANGUAGES E</p> <p>LEARN MATHEMATICS F</p> <p>LEARN VOCATIONAL OR TECHNICAL SKILLS..... G</p> <p>DEVELOP MORALS OR VALUES H</p> <p>CRITICAL THINKING SKILLS..... I</p> <p>MAKE A BETTER MARRIAGE M</p> <p>LEARN TO BE A GOOD PARENT N</p> <p>NO BENEFITS O</p> <p>OTHER _____ X</p> <p>(SPECIFY)</p>																					
835	<p>Now I would like you to think about the disadvantages of schooling. What are the disadvantages of sending a boy to primary school?</p> <p>RECORD ALL MENTIONED.</p>	<p>EXPENSIVE..... A</p> <p>LOSE CHILD'S LABOUR B</p> <p>NO DISADVANTAGES..... C</p> <p>OTHER _____ X</p> <p>(SPECIFY)</p>																					
836	<p>What are the disadvantages of sending a girl to primary school?</p> <p>RECORD ALL MENTIONED.</p>	<p>EXPENSIVE..... A</p> <p>LOSE CHILD'S LABOUR B</p> <p>NO DISADVANTAGES..... C</p> <p>OTHER _____ X</p> <p>(SPECIFY)</p>																					
837	<p>Now I would like to learn about how decisions are made in your household.</p> <p>More than one person may be involved in this decision, but who has the final say in your household on whether children attend school?</p>	<p>MOTHER.....01</p> <p>FATHER.....02</p> <p>BOTH PARENTS.....03</p> <p>GUARDIAN(S).....04</p> <p>CHILD HIMSELF/HERSELF05</p> <p>PARENT(S)/GUARDIAN WITH CHILD06</p> <p>SOMEONE ELSE _____ 96</p> <p>(SPECIFY)</p> <p>DECISION NOT MADE97</p> <p>DON'T KNOW98</p>																					

838	RECORD THE TIME.	HOUR..... MINUTES	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>				
839	<p>CHECK 205 FOR EACH ELIGIBLE CHILD PARENT/GUARDIAN IS RESPONDING FOR:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p>ONE OR MORE ELIGIBLE CHILDREN ATTENDING PRIMARY OR SECONDARY SCHOOL (CODES 1 OR 2)</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 10px auto;"></div> <div style="text-align: center;">↓</div> </div> <div style="width: 45%;"> <p>NO ELIGIBLE CHILDREN ATTENDING PRIMARY OR SECONDARY SCHOOL (CODES 0, 3, 4, 5, 6, OR N/A)</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 10px auto;"></div> </div> </div>	<div style="text-align: center;"> END OF INTER- VIEW </div>					

SECTION 9: SCHOOL SCHEDULE

Now, I would like to ask you about the school(s) your child(ren) attend.

LINE NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	LEVEL OF SCHOOL	TYPE OF SCHOOL	DISTRICT AND COUNTY	SCHOOL CODE																
	CHECK 205 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING PRIMARY OR SECONDARY SCHOOL, COPY SCHOOL NAME FROM 207. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a primary school or a secondary school?	Is (NAME OF SCHOOL) a government-aided, community, private non-religious, or private religious school?*	In which district and county is (NAME OF SCHOOL) located?	SUPERVISOR : ENTER CODE FOR PRIMARY AND SECONDARY SCHOOLS.																
(1)	(2)	(3)	(4)	(5)	(6)																
01		PRI SEC 1 2	<input type="checkbox"/>	D : _____ C : _____	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																
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*CODES FOR Q.4, TYPE OF SCHOOL:

1 = GOVERNMENT-AIDED

2 = COMMUNITY

3 = PRIVATE NON-RELIGIOUS

4 = PRIVATE RELIGIOUS

6 = OTHER

		TOTAL NO. OF SCHOOLS																														
SCHOOL CHOICE	PROBLEMS WITH QUALITY	FAVORITE SCHOOL CHARACTERISTIC																														
What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? 1. CLOSEST SCHOOL WITH CLASS NEEDED 2. BETTER SCHOOL 3. LESS EXPENSIVE 4. RELIGION 5. SAFER SCHOOL 6. OTHER	Please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: A. Headteacher performance. B. Teacher performance. C. Pupils' safety at school. D. School buildings and facilities. E. Classroom overcrowding.	What do you like most about (NAME OF SCHOOL)?																														
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INTERVIEWER'S OBSERVATIONS

TO BE FILLED IN AFTER COMPLETING INTERVIEW

COMMENTS ABOUT RESPONDENT:

COMMENTS ON SPECIFIC QUESTIONS:

ANY OTHER COMMENTS:

SUPERVISOR'S OBSERVATIONS

NAME OF THE SUPERVISOR: _____ DATE: _____